

DOCUMENT RESUME

ED 180 510

JC 790 618

AUTHOR Lhota, Robert L.
 TITLE Multidimensional Model: Adjunct Staff Development.
 INSTITUTION Council of North Central Community and Junior Colleges.
 PUB DATE [76]
 NOTE 84p.: Figure 1 marginally legible
 EDRS PRICE MF01/PC04 Plus Postage.
 DESCRIPTORS Ancillary Services: Collective Bargaining: Community Colleges: *Faculty Development: Financial Support: Full Time Faculty: *Inservice Teacher Education: Junior College Libraries: *Junior Colleges: Learning Laboratories: Legal Responsibility: *Models: Needs Assessment: *Part Time Teachers: Questionnaires: Research Reviews (Publications): Retrenchment: Surveys: *Teacher Centers: Teacher Seminars: Teacher Workshops: Tenure

ABSTRACT

A rationale, background information, fundamental theory, and implementation strategies are presented for a staff development model focused around a Teaching Center and designed to include part-time as well as full-time instructors. Limited financial resources and resultant demands for cost-effectiveness are first discussed, demonstrating the necessity of professional development for all faculty and the effectiveness of using Learning Center facilities in providing developmental programs. The report then outlines the results of a survey of member institutions of the Council of North Central Community Junior Colleges pointing to a dearth of development programs for part-time faculty. After the findings of a literature search in the areas of professional development, adjunct staff, needs assessment, and learning resources, the report discusses relevant topics dealt with at a national conference on part-time instructors at community colleges. Subsequently, the report reviews professional development models proposed during the past 20 years, analyzes their linear character, and presents an alternative multidimensional model to be implemented through the use of Teaching Centers established on the philosophical base of Learning Resource Programs. Finally, the report outlines 19 Teaching Center Components and discusses their application in part-time faculty development. (JP)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED180510

MULTIDIMENSIONAL MODEL
ADJUNCT STAFF DEVELOPMENT

COUNCIL OF NORTH CENTRAL
COMMUNITY JUNIOR COLLEGES
RESEARCH STUDY

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Robert Lhota

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

by
ROBERT L. LHOTA

JC 790618

OUTLINE

Chapter 1 - Scope of the Problem

A. Professional Development

1. No Mobility
2. Limited Resources
3. Accountability
4. New Students
5. Faculty Fear
6. Faculty Inertia
7. Negotiations
8. Retrenchment

B. Adjunct Faculty

1. Second Class Citizen
2. Isolation
3. Cost Effective
4. New Students
5. Retrenchment
6. Percentage of Instruction

C. Learning Resources

1. Juxtaposition of Library and Media
2. Cosmetic Change
3. Passive and Supportive
4. Accountability and Retrenchment
5. Identity Crisis
6. Cost Effective
7. New Students

OUTLINE (cont'd)

8. Comprehensive Learning Resources
9. Instructional Development
10. Staff Development

Chapter II - Current Practice Survey of Council of North Central Community Junior Colleges

A. General Data

1. Mini Questionnaire Response
2. Full Time Faculty Employed by Colleges
3. Part Time Faculty Employed by Colleges

B. Specific Data

1. Staff Development Program for Full Time Faculty
2. Mandatory or not Mandatory Programs for Full Time
3. Staff Development Program for Part Time
4. Mandatory or not Mandatory Programs for Part Time
5. Anticipate Part Time Program
6. Incentives
7. Attachments
8. Description of Elements
9. Analysis of Data

Chapter III - Research Analysis

A. Professional Development

1. Eric Searches
2. Recommended Literature
3. Education Documents
4. Analysis

OUTLINE (cont'd)

B. Adjunct Staff

1. Eric Searches
2. Recommended Literature
3. Analysis
4. Part Time Staff Development

C. Needs Assessment

D. Learning Resources

1. Eric Searches
2. Analysis

Chapter IV - National Conference On Part Time Instructors In Community Colleges

A. Opening Statements

1. Thomas Fryer
2. Leslie Koltac
3. Panel Response

B. Simulation

C. Workshops

1. Orientation and Staff Development
2. Rights and Benefits

D. Closing

Chapter V - Professional Development Models

A. Past Approaches

B. Deficiencies In Past and Present Programs

C. Practical Program Model

OUTLINE (cont'd)

D. Theoretical Models

E. Teacher's Center

F. Analysis of Models

Chapter VI - Multi Dimensional Model for Professional Development

A. Parameters of the Model

1. Multi Dimensional

2. Personalistic

3. Flexibility

4. Atmosphere

5. Concrete

B. Background of the Model

1. Form

2. Function

3. Use

4. Meaning

5. Without

6. Within

7. Energy

C. For of the Model

1. Octad

2. Trilevel Octad

3. Quadrants

D. Multi Dimensional Model

1. Form

2. Function

OUTLINE (cont'd)

3. Use

4. Meaning

E. Analysis of Model

1. Form

2. Function

3. Use

4. Meaning

F. Model In Action - The Teaching Center

1. What Is It?

2. How Does It Work?

3. Relation of Components to the Model

Chapter VII - Adjunct Professional Development

A. Types of Adjunct Staff

B. Prerequisites

1. Divisional Setting

2. Orientation

C. The Teaching Center

Chapter VIII - Implementation

A. DCCC Assessment

B. DCCC Program Initiation

Selected Bibliography

Appendix 1 Mini Questionnaire

Appendix 2 Mini Questionnaire Results

Appendix 3 National Conference Program

OUTLINE (cont'd)

- Appendix 4 Initial Needs Instrument
- Appendix 5 Initial Needs Instrument Results
- Appendix 6 DCCC Needs Assessment
- Appendix 7 DCCC Needs Assessment Results

CHAPTER 1

Scope of the Problem

Professional Development:

The growth of community colleges during the late sixties and the early seventies created the need for new faculty and produced job mobility. Staff development was simple. It usually occurred as a side effect of the influx of new energies and insights from new staff. However, recent trends toward stabilization, the decrease in enrollment, and the retrenchment of staff have caused a very serious look at the existing staff and its professional development.

Staff development is no longer a fad nor the luxury of the larger community college systems. In order to survive in the late seventies and early eighties, each college, no matter what its size, must have a program of development in order to fully use the resources it has.

Faculty mobility is non-existent and there will be no significant influx of new staff to become change agents. Resources are limited; they must be fully developed and tapped to produce the cost-effective process that taxpayers are demanding. There is no more cart blanche. Every action must be justified; every staff member from administration to clerical is accountable.

Planning and careful decisions are critical as the education market changes. New audiences, new students are demanding services. The community (from graduating high school senior to senior citizen) must be aware of and feel the impact of its college. All must identify with this service agency if it is to survive.

The college must carefully evaluate its mission and goals in this

adult revolution of life long learning. Changing markets demand adaptability of the college and its staff. Neither can afford to stand still or both will become the "dinosaurs" of the present cultural change processes. They will devour scarce resources and "eat" themselves into extinction.

Energy is not limitless in any process. It must be carefully channeled and used to the best advantage of the process. The community college cannot afford to cling smugly to the comfortable patterns of its birth. This was a time of energy explosion and boom; now the time has changed into energy shortages and conservation. If it chooses to be static, it will suffer the same fate as its sister educational institutions, the college and the university. The community college must be an innovator and leader from within itself; it must develop a changing self-identity; it must see a life-long learning process within itself.

Community college staff find themselves caught in this identity crisis. They were educated in the old system that proclaimed "terminal degrees" in a product orientation. All that was demanded of them was to keep abreast of current developments in their specialty. Teaching was supposed to be an art that demanded only constant repetition. The slogan became "let me alone with my students."

The whole world of this staff member is crumbling as demands are made for cost-effectiveness, accountability, a change process, professional growth during one's entire career. All the old idols are being torn down by outside forces right before our eyes. We begin to lose our self-confidence, our self-awareness and a feeling of anxiety begins to grow. We can channel our energies to deny what we see or we can face a new fact of life. We are in a process of change; we are at a critical threshold.

These times and conditions produce fear. The atmosphere becomes charged with intolerance. Faculty attack administration, administration blames the faculty, while the community is putting pressure on both and cries of "they just don't understand" are heard. All are symptoms of the critical threshold, a moment when significant change will take place; a moment of destruction or a moment of creation.

The energy of the moment must not be allowed to be wasted on free floating anxiety but must be carefully channeled inward to produce significant change. It must be used to challenge staff inertia and comfortableness. Indeed it must be expended in crossing into a "new frontier." Faculty and administration must use it to meet the challenges of the moment not to annihilate each other and destroy the educational institution. Both must seek new identities, functions, values while leaving aside the simplistic ones of birth and childhood. They must embrace the life long learning process if they wish to service it. There can be no outsiders, no transcending the process. What is the alternative? To use the evolution image, the community colleges can become the fossil fuel, the energy for another to develop a new process.

Therefore, staff development is a very "gutsy," mind-blowing reality. It is not merely a play thing for the affluent. It not only touches the center of the educational process but also hits the "nerve ending" of the struggle for survival, for continued existence in a change process.

Two factors further complicate the process of staff development. They are faculty negotiations and retrenchment. More and more issues in the educational process are being decided by "external" forces such as the courts, legislation and negotiations. In the adversary process of negotiations, faculty development can become a ploy of either side. In

this case it becomes a negative "have to" imposed by an external process. What remains for the program of staff development is "to make the best of a bad situation."

Finally, there is the reduction of staff, the unpopular process of retrenchment that so many community colleges have gone through in the mid-seventies. Reduction of existing staff adds a dimension of near hysteria. In most cases a plan for sensible reduction in staff has not been developed when the exigencies arise. Administration and faculty go into a state of panic; each blames the other; each sees the other as the enemy. In this atmosphere it is impossible to plan and develop a program for staff growth. It becomes a threat, not a chance to improve the situation.

Adjunct Faculty:

A further dimension of the present situation is the use of part-time or adjunct staff. For years colleges and universities have made use of such resources on a limited basis. But it was the community college that fully developed and used this resource. Demands of highly specialized training for career education lead to the use of the already employed professional. The extensive offerings in the night program, outreach centers and continuing education programs looked to this reservoir of talent for its instructors. Whatever the reason, most community colleges make extensive use of adjunct staff.

Distinctions have developed between part and full time staff, between night and day programs, between academic, career and continuing education. In all of this the adjunct staff did not fair well. He/she quickly became a second class citizen in the system. He/she was not seen as vital to the

central mission of the college. In most cases, services and programs that were developed for the full-time or day faculty were not available for the part-time or night faculty. Frequently he/she was lost in anonymity and frustration. The adjunct staff found itself in isolation and its possible contribution to the college minimized.

However, as administrators saw in this resource a very cost-effective solution to the pressures of temporary growth, the adjunct staff grew. But this cost-effectiveness quickly led to a "cheap" source of instruction. This further emphasized the adjunct's second class status.

Three factors brought attention to the growing dilemma; new students, retrenchment and increase in adjunct staff. The influx of new students put pressure on the system for new staff but did not permit the creation of new full-time positions. Special talents and characteristics were needed. Resources from within the community needed to be tapped. Very quickly these new "older students" identified with these instructors, the adjunct staff. The adjunct staff had a new sense of identity; they had a contribution to make to the college. They demanded attention from administrators and full-time staff.

Retrenchment brought another dimension to the situation. Full-time specialists could not be justified whereas a part-time one could be. Adjunct staff became a threat to the full-time staff. They became adversaries instead of each seeing its own unique contribution to be made to the college and its students. The tension brought the adjunct staff plight into focus.

Finally as a higher percentage of instruction shifted from full-time to part-time staff, concern was voiced for this growing resource. Did adjunct staff understand their role, the mission of the college, the

students they taught, receive needed services, orientation to the college and help with their professional growth? In some cases this pointed out the lack of orientation and development programs for the full-time staff.

Learning Resources:

In the late sixties and early seventies, community colleges developed Learning Resources Programs. The rationale behind these programs was to establish centers that would provide a "comfortable" atmosphere that facilitates learning and maximizes the potential, abilities and individuality of each learner. These programs were to provide a whole range of personalized services. These centers would be an experimental laboratory for exploring new instructional techniques and technologies. So these programs were to be central to the learning/instructional processes of the college. They were to be vital forces in instructional development.

As these centers developed, however, there was considerable deviation from this initial intent. In many cases the centers were the juxtaposition of "traditional" library with "traditional" media. Both continued to operate from their previous approaches and philosophies, and both continued to go in different directions. Each felt that the other was a threat. In some cases learning laboratories that had begun as reading, mathematics, tutorial or developmental laboratory were added. Another tradition and approach was introduced and pulled in yet another direction. Students and faculty became pawns in the struggle.

In other instances the "library" was given a superficial cosmetic change. The resource center remained the same old book depository, quiet place for research. There was nothing exciting or experimental. Media and learning laboratories were kept separate. After all they were seen as

Intruders into the "library" scene.

In most cases the programs retained a passive role in the college's processes. They were to support instruction. Teachers and instructors were to initiate the contact. In general, they were happy with the secondary role that they had learned as separate services.

However, outside forces entered the picture, i.e., dropping enrollment and scarcity of resources. Thus ended the heyday of library and media programs. The Library or the Learning Resources Center was called to account for its contributions to the college. What was all this supportive staff doing? Could positions such as this be justified in a time of teaching faculty retrenchment?

These newly developed Learning Resource Programs found themselves caught in their own identity crisis. What were they to do? How could they justify their existence? Did they have something to offer to the "new students?" Could they live up to their name: Learning - student centered - facilitating - stimulating - alternatives; Resources - services - learning experiences - learning styles - self as resource; Center - actively involved - center of college - leading change agent - innovator.

On the other hand with a wide range of services, cost effectiveness could be attained. The variety of programs could have an impact on faculty, academic student, career students, and the new "older student," the administration and the community. It would be difficult for the college to imagine how it could do without the Learning Resources program. But the most significant result would be felt by the adult student and the community. Here Learning Resources could help to promote the college by providing service to those demanding cost-effectiveness of the whole educational system.

How comprehensive should a Learning Resources Program be? If it is too extensive will this mean a lower quality product? The answer to the latter is simple. It must contain the services needed by the college it serves. It should include Information Services, Learning Laboratory, Media Services, Video Services, Television Services, and Radio Services. If possible it should have a curriculum to train technicians for information and communications careers.

But the most important function will be the role it can play in instructional and staff development. By its mission Learning Resources is experimental, evolutionary and involved in planning instructional projects. It has not only the services and materials but also the expertise and creativity for instructional development. The staff must be change agents in the instructional processes of the college.

The other side of this coin is staff development. Instructional development would be shallow if not solidly based on a program for the staff to grow. But the passive, supportive stance has prevented Learning Resources from taking the initiative and leadership role in this area that is crucial, both philosophically and practically, to its own identity, development, and existence.

CHAPTER II

Current Practice Survey of Council of North Central Community Junior Colleges

A mini-questionnaire (Appendix I) explaining present and anticipated staff development programs for full and part time staff was sent to the 244 members of the Council of North Central Community Junior Colleges. This represents community and junior colleges in the states of Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming. It represents a cross sectional sampling of community and junior colleges; private and public, academic and vocational, system and independent, large and small, and metropolitan and rural.

General Data:

Mini Questionnaires sent 244 Returned 178 73%

Full Time Faculty

50 or less	76 colleges	43%
50-100	47 colleges	26%
100-200	39 colleges	22%
Over 200	13 colleges	7%
(no Answer)	3 colleges	2%

Total Full Time Staff at 178 Colleges 17,226 Average per College 97

Part Time Faculty

50 or less	91 colleges	51%
50-100	25 colleges	14%
100-200	23 colleges	13%
Over 200	35 colleges	20%
(no Answer)	4 colleges	2%

Total Part Time Staff at 178 Colleges 23,591 Average per College 133

Full time equivalent for Part Time 4088.47 Average per College 23

Specific Data:

Staff Development Program for Full Time Faculty

Colleges that have the Program - 96 or 54%

With a Full Time Faculty of:

less than 50	<u>30</u> out of 76	39%
50-100	<u>28</u> out of 47	60%
100-200	<u>29</u> out of 39	74%
Over 200	<u>9</u> out of 13	69%

Colleges that do not have a Program - 80 or 45%

With a Full Time Faculty of:

less than 50	<u>46</u> out of 76	61%
50-100	<u>19</u> out of 47	40%
100-200	<u>10</u> out of 39	26%
Over 200	<u>4</u> out of 13	38%

Colleges that have a mandatory program - 36 or 37%

With a Full Time Faculty of:

Less than 50	<u>14</u> out of 30	47%
50-100	<u>16</u> out of 28	57%
100-200	<u>11</u> out of 29	38%
Over 200	<u>2</u> out of 9	22%

Colleges that do not have a mandatory program - 60 or 63%

With a Full Time Faculty of :

less than 50	<u>16</u> out of 30	53%
50-100	<u>12</u> out of 28	43%
100-200	<u>18</u> out of 29	62%
Over 200	<u>7</u> out of 9	98%

Staff Development Program for Part Time Staff

Colleges that have a Program - 35 or 20%

With a Faculty of:

less than 50 full time	<u>12</u> out of 76	16%
50-100 full time	<u>8</u> out of 47	17%
100-200 full time	<u>13</u> out of 39	33%
Over 200 full time	<u>2</u> out of 13	15%

Colleges that do not have a program - 140 or 79%

With a Faculty of:

Less than 50 full time	<u>64</u> out of 76	84%
50-100 full time	<u>39</u> out of 47	83%
100-200 full time	<u>26</u> out of 39	67%
Over 200 full time	<u>11</u> out of 13	85%

Colleges that have a mandatory program - 9 or 25%

With a Faculty of:

Less than 50 full time	<u>3</u> out of 12	25%
50-100 full time	<u>4</u> out of 8	50%
100-200 full time	<u>5</u> out of 13	38%
Over 200 full time	<u>1</u> out of 2	50%

Colleges that do not have a mandatory program - 26 or 75%

With a Faculty of:

Less than 50 full time	<u>9</u> out of 12	75%
50-100 full time	<u>4</u> out of 8	50%
100-200 full time	<u>8</u> out of 13	62%
Over 200 full time	<u>1</u> out of 2	50%

Colleges without program that anticipate starting one - 33 out of 80-41%

Starting in 1977 - 20; 1978 - 3; ? - 10

Colleges that do not anticipate a program - 47 out of 80 - 49%

Incentives used in programs included:	<u>Colleges Using</u>
Released time	6
Advancement/Salary Schedule/ Promotion	27
Quality of Program	2
Evaluation Process	10
Professional Growth Money	22
Credit Courses	8
Self Improvement	7
Sabbatical	2
Grants	3

Thirty-three colleges attached their professional development plan; ten of these were designed as professional development handbooks. In describing existing programs orientation sessions, workshops, seminars, and handbooks were the most frequently mentioned elements. Sabbatical leaves, credit courses, and travel were less frequently mentioned. Most programs seemed to be in the early stages of planning and development. The data speaks for itself (Appendix 2). Professional development programs for the full time staff exist in over 50% for all sizes of colleges, while only 20% have programs for the part time staff and another 41% anticipate developing a program. Most programs are voluntary, 63% of those for full time and 80% for those of part time. Several programs associated staff development and instructional development but none were associated with Learning Resources Programs.

CHAPTER III

Research and Analysis

Professional Development:

The general area of professional development yielded the most data of the four areas. The computerized literature search of the Resources in Education, AIM and ARM Documents in Vocational and Technical Education and the Current Index to Journal Articles in Education files yielded one hundred abstracts of educational documents and fifty abstracts of journal articles. (Search Strategy: In-Service Courses or In-Service Teacher Education or Professional Development and College Faculty or College Programs or College teachers or In-Service Education or In-service Programs or Colleges or State Colleges or Community Colleges or Junior Colleges or Post Secondary Education or College Teacher.)

The literature search yielded twenty-five additional articles, books and pamphlets. Two booklets providing an excellent analysis of the problem which could be useful for faculty about to become involved in such a program: Faculty Development in a Time of Retrenchment, by the Group for Human Development; Career Development of the Effective College Teacher, by Kenneth E. Eble, treats career development during the various stages of the teacher's career. Noteworthy articles include "Components of an Effective Faculty Development Program," by Bergquist and Phillyss; "A Three Dimension View of Faculty Development," by Toombs; and "How Do We Get There From Here," by Francis. All three deal with designs or models for faculty development. Eric Documents include "Staff Development; A Gestalts Paradigm," by Parsons, ED 092-201; "Humanizing Community Junior College Environment: Towards Change -- Staff Development," by Wilson, ED 088 555;

"Oakton Community College Staff Development Program," by Meltier, ED 114 142; "Proceedings the Conference on Questions and Issues in Planning College Staff Development Programs," by Hammons, ED 111 462; "Critical Issues in Faculty Development," by Caldwell, ED 100 023; "The One Site Programmatic Approach to Staff Development," by Colleins, ED 101 780; "Purplebook Gamma," ED 103 084; and Greenbag Worksheets," ED 103 085. These educational documents tend to be more practically oriented and detail existing programs. An analysis of the data on Professional development delineates the gap between the theoretical aspects of models and system designs, and the actual existing situations. The development of specific programs is not generally based in this or that model but rather in a specific need. Educational theory and educational practice are divorced here. Exegencies of a given situation determine the program from design to implementation. In some cases little energy is spent on the program that is there "just to have something". No where in the literature was there a mention of Learning Resources being related to Professional Development.

Adjunct Staff:

The second area researched was Adjunct Staff. The Eric files were once again searched with very light yield. (Search Strategy: Part Time Teaching or Part Time Teacher). Of significance in this are the ERIC Topical Papers 54, "Part time Faculty in Community Colleges" and the ERIC Brief, "Part time Instructors in the Community College." Also of note are "Part time Teachers: Step Children of the Community College," by Sender and Crauder, Community College Review, Vol. 1 (April 1973) pp. 29-37; "The Part-time College Teacher," ED 031 663; "Part time Faculty and the Community College," ED 118 174.

This literature generally depicts the plight of the adjunct staff. It generally treats the problems of recruitment, preparation, and salary. Very little if any mention is made of professional development programs other than the "nuts and bolts" orientation. No models or designs for development programs were outlined and the previously mentioned full time models do not mention or account for the part time. No data was found on part time staff development programs other than that provided by the mini questionnaire.

Needs Assessment:

In the area of needs assessment no direct information was found. Indirect information was found either in articles dealing with development programs or in information collected in the survey. However, this data was not significant.

Learning Resources:

Finally the area of Learning Resources was investigated. Once again this was an area of low yield. This ERIC Search found several documents that were peripherally related: "Systems Analysis of Learning Resources Center," ED 035 411; "An Explanation of Learning Resources Philosophy and Service," ED 025 257; and "Learning Resources for The Two Year College; A State of the Art," ED 097 900. They, however, did not directly touch on the problem of staff development as it relates to the Center's staff or relating the Center to Part Time Staff.

CHAPTER IV

National Conference On Part Time Instructors In Community Colleges

Opening Statements:

Thomas W. Fryer, Chancellor of the Peralta Community College District in California, opened the conference with his presentation, "Part time Faculty: An Administrator's Perspective." Dr. Fryer maintained that the first assumption in approaching this area is that one single profile of a part time instructor would be invalid. He enumerated five general "types" of part-time staff: 1. Full time staff doing overload work; 2. Persons seeking full time employment using part-time work as a "foot in the door;" 3. Persons with a full time career doing outside work; 4. Permanent part-time staff; and 5. Persons exploring avocational or recreational interests.

The major problem after one accounts for the diversity, is the lack of definition and description of a full time assignment. This not only leaves the part time with no model to measure against but also leaves full time anxious and uneasy. Their free floating anxiety usually focuses as a "fear" of the adjunct staff.

Further complicating the issue are the recent court cases in California. The Sederman Case established that all continuity of service restricts the right to terminate. The Peralta Case gives both tenure and the protection of due process to all staff. Added to these are the negotiating processes for "equal pay for equal work" and the unionization of adjunct staff.

In this background Dr. Fryer outlined his position. It was based on four premises: 1. Things cannot be changed overnight; 2. Adjunct staff are not here to do "dirty work" that no one else wants to do; 3. Most

Issues will now be decided in bargaining; 4. The whole of a full time teacher assignment is not equal to the sum of individual tasks.

Dr. Fryer maintained that adjunct staff are to be employed only for specific and limited service. They are not to be used as a "stop gap" or a "cheap" way out. Quality learning for the students must always be the guide. Each institution must have guidelines on the use of adjunct faculty. They should not be carrying more than 1/4 to 1/3 of the instructional program.

Just as with full time professionals, adjunct professionals must have a well planned development program. This should involve orientation, adjunct handbook, group and individual study of teaching/learning. Adjunct staff must be encouraged to participate in the governance, operation and activities of the college including serving on appropriate committees.

In regard to salary, as in the case of full time, teaching involves more than classroom hours. All must be compensated on this basis. The college also must provide the complete range of support services to the adjunct that are provided to the full time. Finally, administrators should receive specific training in handling part time staff.

Dr. Leslie Koltai, Chancellor of the Los Angeles Community College District, presented the second keynote address. He reiterated the Carnegie Commission's statement that here is a bright future for the community college only if it takes care of part time students and its part time staff. This will be the measure of the "survival" of this educational institution.

There are only two reasons for using part time staff: First, to afford an opportunity for a student to gain first hand experience while studying; Second, in response to a specific need. They are not to be

used as a cheap source of labor. Quality learning is the rule, it doesn't come cheap.

He then developed a fable with this lesson. Entities that refuse to change -- die. To reach a level and stay there is to stagnate...it's dinosaurs all over again. The challenge facing the community college is to be creative or die. There are no other choices.

A panel responded to these presentations. All three members agreed on the need to develop a multidimensional model for an adjunct faculty program. The real dilemma is to keep the staff as a coherent whole while meeting the adjunct's unique needs. The focus must be on institutional goals and interests rather than this or that group's self interests.

It is useless to discuss adjunct faculty development if there is no program for full time faculty. It is out of this full time program that a viable option will be created for the adjunct. The priority must be to use and develop all resources for effective learning. We must do our homework on the function, role, scope of the instructional program and its staff.

Simulation:

Simulation of a president's staff meeting on part time staff: Issues discussed included the diversity of the adjunct staff demanding a multi-dimensional approach; feelings of isolation and second class citizenship must be removed; and a great deal of attention was focused on the divergence of full time and part time self-interests. The outcome of the meeting was to develop a TEACHING CENTER.

This Center would be a services center actively involved with instructors. The complexity for the problem demands a diversity of options. The Center would become a focal point for both instructional development

and professional development. The Center would service both full and part time staff with alternative delivery systems. It would make use of existing resources and personnel. Major tasks of the Center would be to develop an Adjunct Faculty Handbook, a Full Time Faculty Handbook, a schedule of seminars and workshops, consultants, and the collection and design of materials on teaching/learning.

In response to this simulation, the key elements of a professional development program were outlined. The program must create a positive relationship between full time and adjunct faculty. They must feel that the distinction between day and night programs must disappear...all are aimed at learning, who cares when it happens.

The program must offer a variety of activities and alternatives. Adjunct faculty must be treated as professional and should have its own handbook to handle its unique problems. In general, the rule must be what is best for the learner. Any program must be well planned, organized, and presented. One suggestion was to use full time teachers as "lead" instructors working with several part time staff and to hire a full time faculty as a part time administrator for the night program. The program must have these three characteristics; 1. voluntary; 2. selective and varied; 3. participant's help in the designing.

Workshops:

Workshop I considered "Orientation and Staff Development". Orientation was defined as the explanation of the "nuts and bolts" of operation. Staff development was defined as personal and professional growth and effectiveness. Once again the lack of definition and direction in the full time staff development program was seen as the problem.

Staff development programs must have optional delivery systems, built-in

Incentives, and hands on experience. Because of the unavailability of the adjunct faculty, the orientation sessions should be held in the evening with all staff attending.

The workshop then focused on the development of a TEACHING CENTER. Areas of concern for the Center would be: Developing Objectives; Assessing Entry Level Skills; Implementing Instructional Procedures; Evaluating Effectiveness of Instruction; Student Feedback; The Adult Learner; Learning Theory. Suggested incentives include minigrants, travel funds, released time for all staff program development, merit pay systems.

Workshop II focused on "Rights and Benefits". Four methods of solution to problems are possible: 1. Administrative action; 2. Negotiating; 3. Legislation; 4. Court Decisions. More and more the last three are used, although number one represents the best interests of the institution. In this area there are definite constitutional issues involved with administrative action: equal protection; due process; continuity of service; false expectation.

Closing:

Richard Hagemyer presented his position statement on part time, summarizing the conference, and Edmund Gleazer took a look into the future as a closing, or rather a beginning. (Appendix 3, National Conference Program)

CHAPTER V

Professional Development Models

Past Approaches:

During the past 20 years efforts have been made to accomplish faculty development as an instructional improvement. Two of the most frequent approaches have been the selection and hiring of new PhD's and changing of the curriculum. Other approaches include recruiting brighter students, reducing the student/faculty ratio, developing an instructional resources center, establishing new governance systems, and undertaking a comprehensive self-study. Generally these were carried out in "one shot" isolation and usually fell short of the demands of such a dynamic change process. These attempts were not comprehensive and systematic and, therefore, did not produce effective and lasting changes.

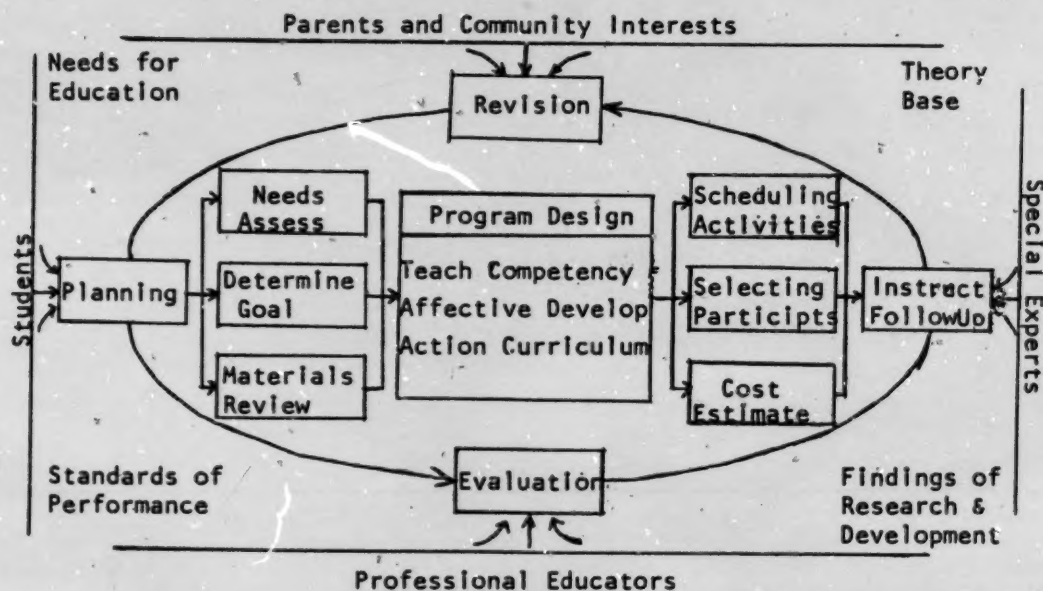
One significant deficiency in these programs was their emphasis on telling rather than doing. Frequently, instruction was general rather than aimed at specific needs and problems. Even when programs were "hand's on" and specific they would lack an effective feedback mechanism and evaluation process. However, the most serious deficiency has been the lack of effective models. No theoretical base existed to support a truly multi-dimensional and systematic program; there has been no sufficient philosophical base for these strategies of change.

System Model:

Since 1975 several models have been developed. First there is the practical paradigm developed by John E. Lutz in the April, 1976, issue of Educational Technology, "In Service Personnel Development: A Systematic

Approach to Program Planning." (pp. 44-47) His program consists of eleven components of activities. 1. Planning; 2. Needs Assessment; 3. Goal Determination; 4. Materials Review; 5. Program Design; 6. Schedule Activities; 7. Select Participants; 8. Prepare Cost Estimate; 9. Instruction and Follow-up; 10. Evaluation; 11. Revision.

A SYSTEM FOR INSERVICE PERSONNEL DEVELOPMENT



(Figure 1, p. 46)

Awareness Model:

John Francis develops a more "theoretical model". (John Bruce Francis, "How Do We Get There From Her," Journal of Higher Education, Vol. 46 (November, 1975 pp. 719-732.) He uses a three stage developmental model based in Lewin's analysis of attitude change in organizations and Polanyi's human awareness level. Phase one is that of consciousness raising. Current attitudes are challenged in order to induce heightened awareness or critical

awareness. Workshops, evaluation procedures and institutional policies are used to raise the level of awareness and determine the needs.

The second stage is focal awareness. Attention is directed toward substituting new attitudes and behavior patterns for the old. It can be characterized as examination of current behavior and concentrated conscious attention to specific elements of desired new skills and practices.

During the third stage of subsidiary awareness new attitudes or behaviors become finally established and no longer require conscious attention. The new attitudes or behavior pattern is "refrozen", i.e., the new pattern now underlies and informs conscious patterns becoming habitual and semi automatic.

TABLE 1
PROGRAM CHARACTERISTICS AT DIFFERENT STAGES
Developmental Stages

PROGRAM ELEMENTS	STAGE ONE CONSCIOUSNESS RAISING	STAGE TWO FOCAL AWARENESS	STAGE THREE SUBSIDIARY AWARENESS
Speeches Conferences Workshops Materials	Use of nationally-known speakers Large-scale conferences Discussion of importance of and need for instructional improvement Discussion of controversial issues in faculty development	Workshops on specific teaching practices and skills Micro-teaching to diagnose and discuss individual weaknesses Observation by and consultation with master teachers Workshops to develop evaluation techniques and devices	Workshop to train faculty as consultants Weekly or monthly seminars on teaching Libraries of periodic publications on teaching and higher education Annual faculty retreats, summer institutes
Evaluations of Instruction	Questionnaires on individual goals and faculty development Student-run evaluation programs Pilot projects to test reactions and generate interest Results which are confidential and experimental	Diagnostic evaluation devices Tests of faculty reaction to specific item content and wording Statistical analyses to validate and standardize procedures Trials of new evaluation devices, administration systems, and feedback procedures	Diagnostic devices primary but appropriate for personnel purposes accepted Reliable, efficient collection, processing, and feedback procedures established Student evaluations used as ONE among several inputs
Policy, Program and System Changes	Establish position of Dean for Instructional Improvement Faculty-senate resolutions on teaching effectiveness Funding of studies of evaluation and new instructional systems Funding of conferences on instructional improvement Funding of master-teacher awards	Provision of outside consultation services to faculty Provision of grants to improve teaching for individuals or groups Testing of alternate instructional systems Testing of alternate reward systems for teaching improvement	Establishment of developmental contracts for faculty Establishment of moderate teaching awards for large numbers of faculty Acceptance of teaching improvement as grounds for sabbaticals, promotion, and tenure

(p. 728)

Three Dimensional Model:

In a three dimensional view of faculty development William Toombs develops his theoretical model. (William Toombs, "A Three Dimensional View Of Faculty Development," Journal Of Higher Education, Vol. 6 November, 1975 , pp. 701-717.) Three dimensions proposed are: the professional dimension involving cultural conceptual questions; the curricular dimension including improvement of instruction and designs for learning; and the institutional dimension. (p. 715)

	Pre-Service	New Inex-perienced	New Ex-perienced	Estab-lished	Non Teaching Academics
Professional or Career					
Curricular: Instruction System					
Institutional					

Component Model:

William Bergquist and Steve Phillips combine the elements of the previous two models. (William Bergquist and Steven Phillips, "Components Of An Effective Faculty Development Program," Journal of Higher Education, Vol. 46, March, 1975 , pp. 177-211). They develop a three level model of change; attitude or personal; instructional or process; and organizational or structure. They use arrows to indicate usual direction of movement in the process. (p. 183)

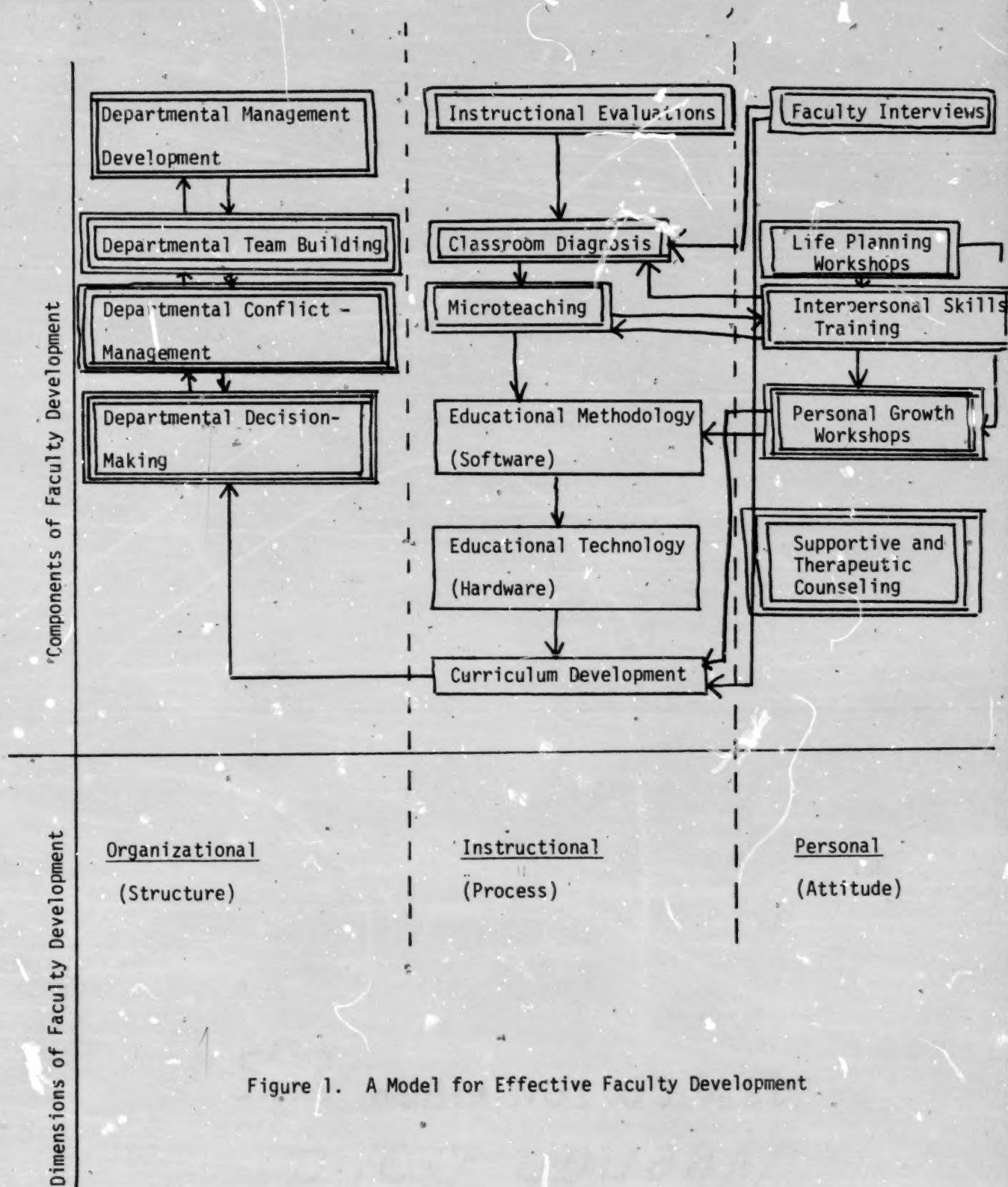


Figure 1. A Model for Effective Faculty Development

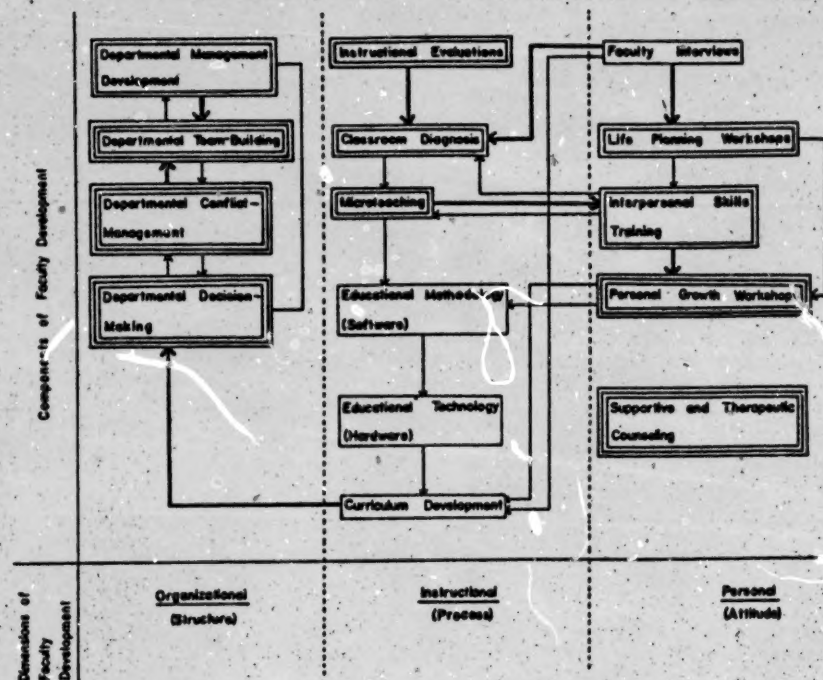


FIG. 1. A Model for Effective Faculty Development

Teachers' Center:

Although not strictly developed as a "model," school districts have experimented with Teachers' Centers. These centers are physical facilities within a school where teachers can meet on a voluntary basis to share ideas and develop new skills. William Fibkins outlines a guide or "how to do it" manual. (William Fibkins, "The Whys and Hows of Teachers' Centers" Phi Delta Kappa, Vol. 55 April, 1974 , pp. 567-569.)

Analysis of Models:

One general characteristic of all the models discussed is their linear approach. Each element is treated as a whole, a product, a term. Complexity is only introduced in the sequence. Sequencing is to provide comprehensiveness to the elements. Rather than a complex process we have a "product line". Therefore the models are unidimensional and linear.

In this "terminal analysis" of a process, the complexity of practical implications are left to the inventiveness of the user. The models are not refined sufficiently to reveal a cross section, or better yet a web, of relationships and practical implications. The touch stone between theory and practice is missing.

However, one cannot dismiss the contribution of these models to the development of a multidimensional model. The System Model of Lutz emphasizes the clarification of long standing personal perceptions and the advocacy process for change. On the other hand, it remains a framework, a skeleton, without the flesh and blood of implications. It is a precise set of procedures without detail or content.

Francis' model focuses on levels of awareness and emphasizes their importance in a process of change. However, it does not interrelate these levels and other "environmental" factors. Francis does enumerate specific program elements, but does not interrelate them. The model does have more "flesh" on the structural system.

The three dimensional model of Toombs uses the social science approach of linking the individual's activities with other systems or organizations. Toombs emphasizes the "academic" or "professional" term over that of development. But he introduces career stages as integral elements of the program. Toombs develops a planning guide rather than a model. He leaves to the ingenuity of the reader the transition from planning to implementation. But he does give a solid theoretical base.

The Bengquist/Phillips Model comes the closest to being multidimensional. They combine many of the elements from the above models in order to develop a comprehensive, systematic, and effective faculty development program. The model does account for interactions between components in

terms of linear flow, but not complex interrelation. It is based on teaching theory as the other models but shows some openness towards a learning perspective. The article is extremely valuable for analysis of past approaches to improving teaching and learning.

Finally, there is the Teachers' Center. This is a very practically oriented "model". It is an implementation plan, and as such lacks the comprehensiveness and the theoretical base of the other models. But it does provide data on a working solution to professional growth.

CHAPTER VI

Multidimensional Model For Professional Development

Parameters of the Model:

The model must be multidimensional to account for the complexity of the processes. It is an attempt to depict a mosaic of interactions. We are attempting to create "webs of learning", a process of interrelations, not isolated terms or products. Since the process involves the human person and human development, the model must be a personalistic one. It must account for individual character and personality.

The model must allow for an active, inner directed involvement of both the individual and the system. Therefore, it must have a flexibility of approach. It must provide the widest range possible of learning experiences and alternatives. It must describe an "atmosphere", a climate that facilitates "creative fumbling." Finally the model must have concrete "hands on" alternatives that foster self-confidences, self awareness, self-initiative and creativity. This does not make the task of developing a model an easy one.

Background for Model:

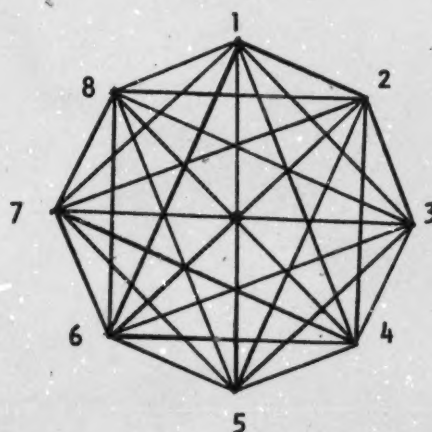
In addition to the data from the five models previously discussed, two additional sources must be mentioned. First, the multidimensional analysis relies heavily on Ralph Linton's analysis of a culture trait. (Ralph Linton, The Study of Man, New York, 1936, pp. 402-422.) Linton contends that every cultural element has four qualities that are distinct yet interrelated. They are form, function, use and meaning. Form is that aspect of the element whose expansion can be directly observed. This

data can be established objectively. Function is the element's relation to things within itself and its configuration (system). Use is the element's relations to things external to its configuration (system), i.e., another system or a macro system. Meaning introduces the subjective dimension. Meaning is the associations that the individuals and the system attach to the element.

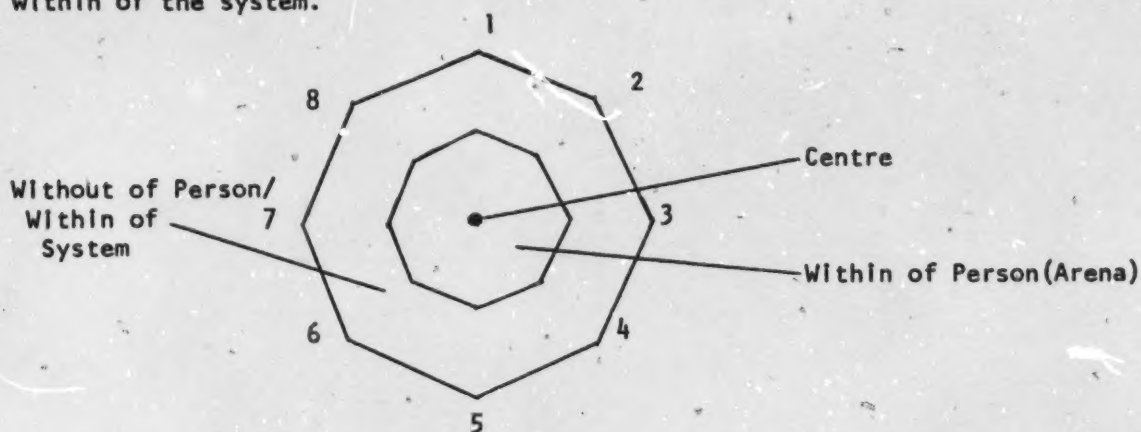
The second background elaborated by Teilhard de Chardin is the within and without of any reality as related by energy. (Teilhard de Chardin, Phenomenon of Man, New York, 1959, pp. 53-71.) For the purpose of the model, the without is the complex structure, and the within the relationships, unities, necessary to hold the complexities of the without together. Energy is the force used either to increase complexity or to increase centricity, i.e., the bonding relationship for the complexity.

Graphic of the Model:

The Heuristic tool used in this research is the octad. The octad expresses the complexity, the centricity and the dynamics between the system and the individual. (Notice the graphic closeness to Illich's "webs of learning or experience.")

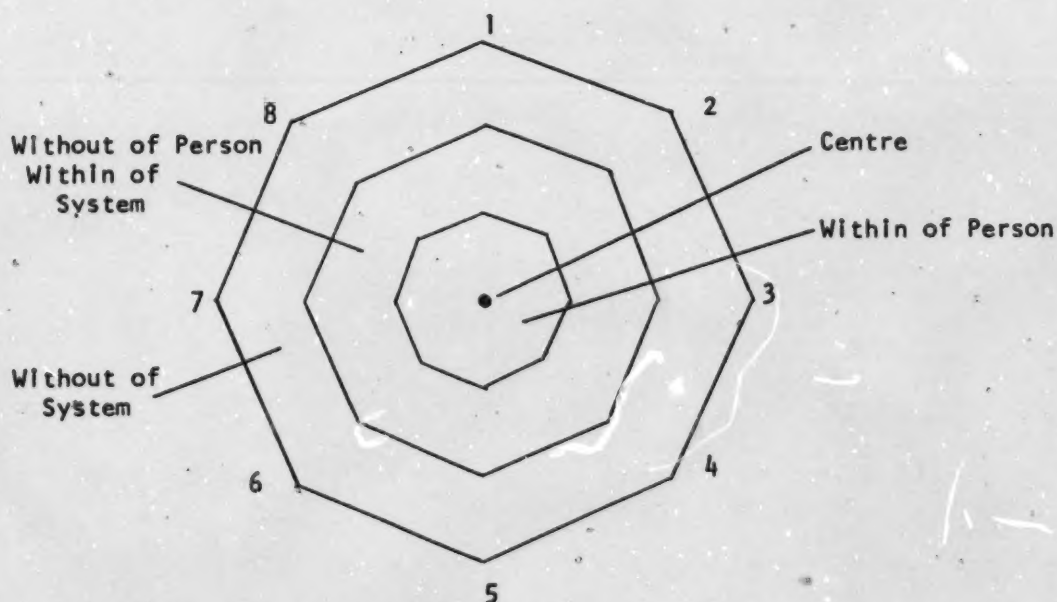


In the octad we have the arena, the within, the center with its internal relationships, and the without of the person which forms the within of the system.



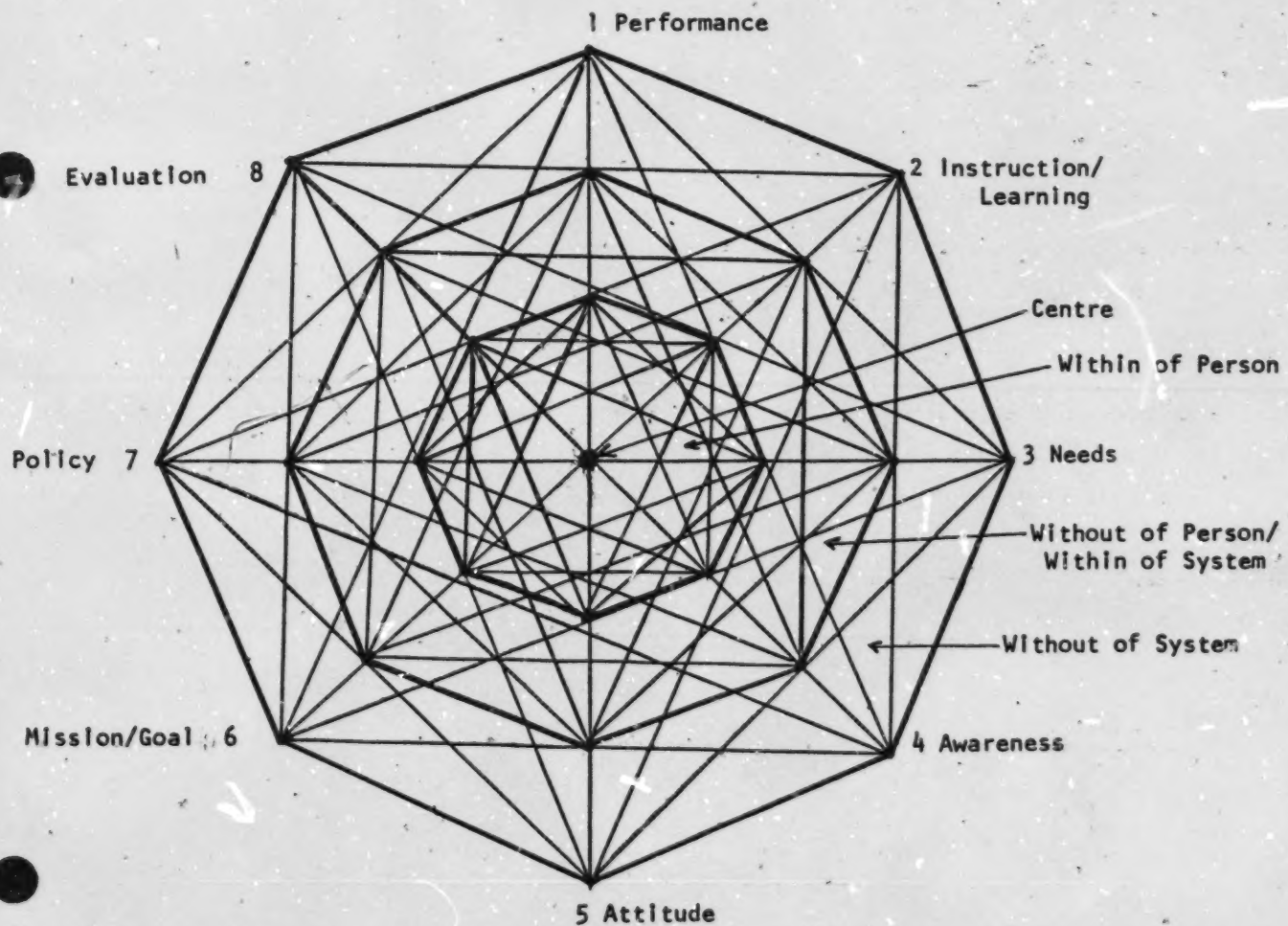
Both the within and the without are a dynamic process, i.e., relationships and terms. You can't have one without the other.

By adding another level the full dimension of the system is added.



Quadrant 1-2-3 represents the form, the describable or observable elements in the trillevel octad. Quadrant 3-4-5 represents the function, the internal relationships of the individual and the system. Section 5-6-7 represents the use, the external relationships of the individual and the system. Finally, section 7-8-1 is the meaning, the assigned associations. It is in this framework that professional development must be set because it touches the center, the self in search of meaning; the process, the dynamic relations to others to form a system; and the complexity of the learning/teaching system. On the basis of this practical working system, will be developed.

MULTIDIMENSIONAL MODEL



Form 1-2-3

Function 3-4-5

Use 5-6-7

Meaning 7-8-1

1. Performance
2. Instruction/Learning
3. Needs
4. Awareness
5. Attitude
6. Mission/Goal
7. Policy
8. Evaluation
1. Performance

Analysis of Model:

The form of the model on all three levels is their observable aspects. These aspects are the performance of the system and the performance of the person. This performance extends, therefore, from personal to professional to organizational. It is in this performance that the person and the system express themselves. Another observable aspect is the instruction/learning that takes place at all three levels. This is directly related to performance. Finally, there are the observable needs that are expressed both in instruction/learning and performance. These are the objectively establishable needs of the person and the system.

But these needs are internalized by both the system and the person. They link the form to the function. Here the dimension of the conscious needs and unconscious needs is introduced. The conscious needs are overtly expressed in performance. Internal needs are more difficult to find in the observable.

Another element in the function is the awareness level. This internal relationship of one's consciousness and the system's consciousness includes focal awareness, pinpointed on "key" areas, and subsidiary awareness of

alternatives.

Closely allied are the attitudes and affective development. Here we find "how we feel" about either level of consciousness. The system and the person give expression to these feelings and attitudes in external relationships, the use. First, in one's statement of purpose, mission, or goals and objectives and then in terms of policy and action plan.

The meaning of the self and the system is expressed in the written policy, i.e., assigned associations, this search for meaning of self and system and modify performance giving further expression to those associations.

The interrelation of all quadrants and all eight aspects further complexifies the matter as illustrated in the graphic. For example, performance of the system directly relates to performance of the person, but also connects to awareness levels and attitudes present in the system and within the individual himself. Learning (growth) cannot take place if the system mission is to produce a robot or the persons involved are just passing their time. With this model there is no possibility of simplifying the problem. A multidimensional model must be constructed to solve the problem.

The Model in Action - The Teaching Center:

In order to integrate all these elements into a practical working model, the Learning Resources Program will be re-introduced into the discussion. The philosophical base of the Learning Resources Program is ideally suited to a professional development program. First, Learning Resources is multidimensional in providing a wide variety of services and learning experiences to its users. Second, it is personalistic in providing services tailored to the individual's needs and abilities. It provides an atmosphere that facilitates learning, "creative fumbling." Finally,

It provides a flexibility of scheduling, availability, and approach.

Physical Facility:

The Teaching Center should be located in the Learning Resources Center. The area should provide learning environments ranging from comfortable lounge to work tables and station. Provisions should make for use of necessary audio visual equipment including video cassettes, films, filmstrips, and audio cassettes. The atmosphere of the area must be open, relaxed, and encourage usage. It cannot be located in a little closet or in back rooms. Otherwise the physical facility will negate both the philosophy and approach.

What Is It?

The Teaching Center is the Center for Professional Development. It must satisfy all the dimensions of form, function, use, and meaning. It will have to be more complex than the teachers' centers tried at the school district level. The major goal of the Center must be to facilitate both the personal and professional growth of all college staff. It must create a catalytic environment to encourage this "creative fumbling." This must be an informal, relaxed atmosphere. A second objective is the growth and development of all components of the institution, i.e., Instruction, Student Services, Community Services, and Business Services. It is from this that the institution becomes a vital and exciting place for both students and staff. A side benefit to the Learning Resources Program is that this atmosphere is conducive to experimentation and focuses attention on learning. Naturally then, Learning Resources is at the Center of the college. One further benefit to the institution is the program's

cost effectiveness, using existing facilities and staff with only specific additional staffing to meet specific needs. All segments of the college are integrated into a coherent whole. It is a system with sufficient energy within to support the needed complexity. The Center is therefore a "learning web" that offers alternatives for each individual to maximize his own potential and make significant contributions to the system. Of course, the greatest benefit is to the student and learning because of the "good feeling" of the staff and the healthy condition of the college.

How Does It Work?

The major components of the Teaching Center are:

1. Seminars: These will be directed by outside consultants. There would be one of these each semester. Initial areas for consideration would be: Evaluation Techniques, Personal and Professional Growth, Instructional Design, The Adult Learner, and Recruitment and Retention. These would be integrated with the mini-workshops and discussions to form a unified theme for a particular year.
2. Mini-Workshop: These will be campus coordinated using college staff particularly but not exclusively, LRC personnel. Those attending state, local, and national conferences and meetings will be encouraged to conduct a mini-workshop. Initial areas for consideration will include Learning Methodology (Software), Learning Technology (Hardware), Learning/Instructional Practices and Skills. These will be conducted on a monthly basis.
3. Discussions: These will be group interaction sessions facilitated by a staff member. Such topics as life planning,

Interpersonal skills, and personal growth will be considered. This will introduce peer input into the personal growth plan. One or two discussions will be held a semester.

4. Conferences and Meetings: These are local, state, and national conferences. Participants will be encouraged to seek growth in their specialty areas. They will be encouraged to conduct a mini-workshop for the college.
5. Courses: Either credit or non credit courses offered by other institutions could be taken. Once again participants will be encouraged to seek specialization growth and new alternatives in their course work. Also, they will be encouraged to conduct a mini-workshop using their new insights.
6. Divisional Input: Each of the college's divisions or departments will be encouraged to develop the team approach in their department. They will be assisted in developing a short and long range plan and encouraged to make divisional decisions.
7. Needs Assessment: Three types of needs assessments and updating will be used; the formal or questionnaire approach, the informal data gathered in contact with the staff; and operational assessment gained from experimental programs or techniques. Because of the personalistic approach each individual will be encouraged to develop his own statement on need.
8. Individual Consultation Sessions: The staff of the LRC, including the professional development person (if a separate position), will meet with each member of the staff. The discussion will range from evaluation of the Center to professional and personal development. One outcome will

be an individual professional action plan. This will be an ongoing feedback process.

9. Funding: Included in this segment would be mini grants, professional grants, professional leave and travel money and a merit system. Professional grants would be used to encourage professional or personal growth projects. Leave and travel funds would provide access to conference and meetings. The merit system would make professional growth a concern of the college and encourage those who take it seriously.
10. Learning/Instructional Laboratory: The Learning Resources Program would set up a Laboratory so that staff could experiment with alternatives. The Lab would provide all the supportive services needed for implementation of alternatives. It would also assist in the design and testing of learning modules.
11. Materials: The Teaching Center would collect appropriate professional journals. In addition it will have print materials and non print materials on learning methodology, learning technology, teaching/learning practices and skills and "how to" information. It will provide access to the ERIC files and use an interlibrary loan system to provide additional specialized materials. It should also develop a list of resource people that the staff could use in their personal program.
12. Professional Growth Committee: The Center must have an advisory committee to evaluate its services and provide input into the program. This should be a college wide committee

representing all interest groups.

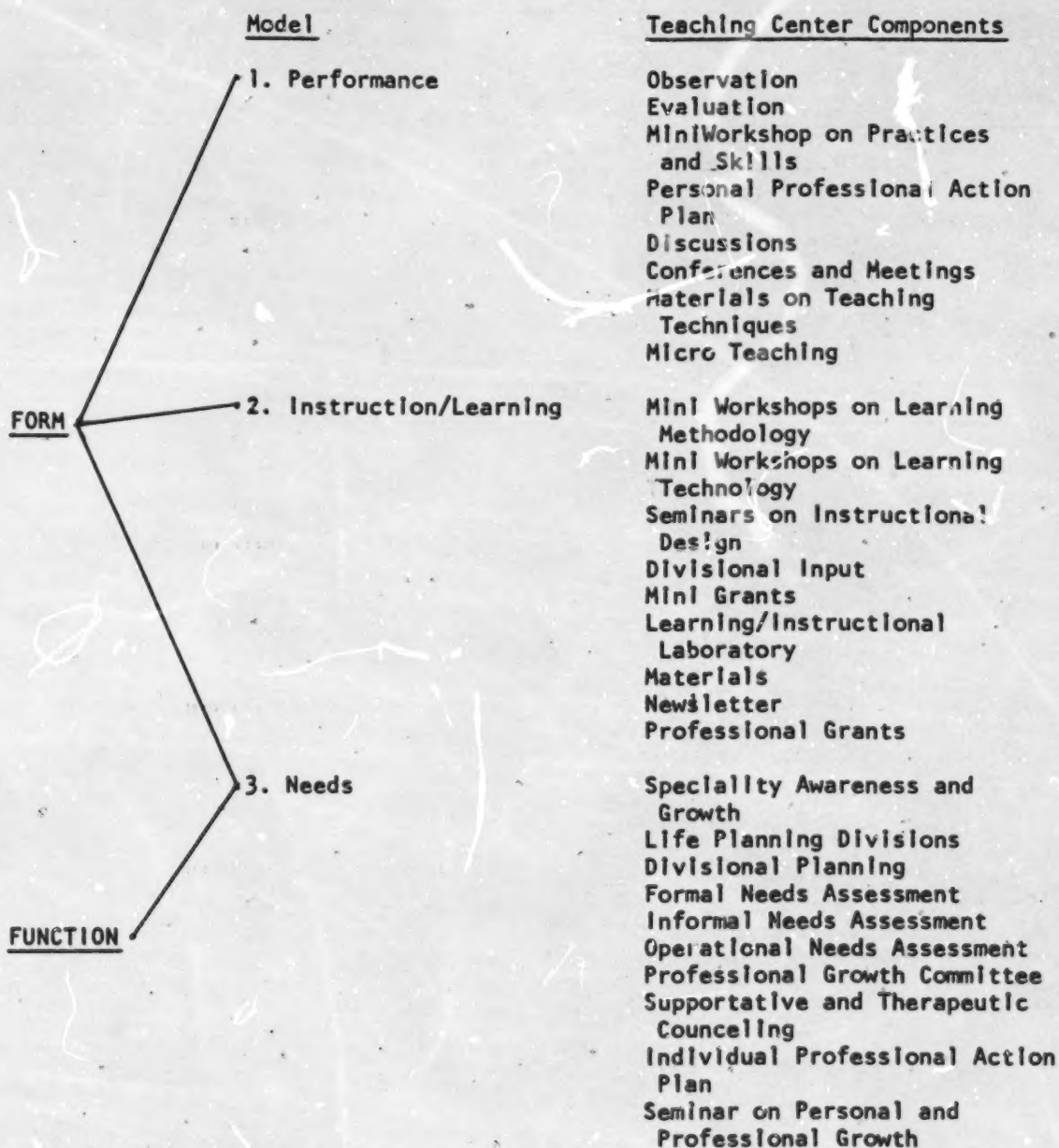
13. Supportative and Therapeutic Counseling: There are several alternatives for providing this service. If a full time staff development officer is employed, he would provide such services. If not either a part time professional or one of the LRC staff who is removed from the administrative processes of the college can provide these needed services. This would be more of a listening, non-directive counseling. It should be a colleague talking to a colleague. Its purpose is to allow the staff member to express his needs and to develop his own plan for growth.
14. Evaluation: A central element in any process is the feedback from those directly involved in the process. Student evaluation is necessary in any process of professional development. It gives the instructor an indicator to measure his/her effectiveness and opens input from the creative energies of another 10-50 people. However, student evaluation is not the only indicator. It must be related to self evaluation. The internal perceptions of the person's goals and accomplishments. It must be related to divisional or departmental evaluation of an "outside" force and it must be linked to peer evaluation of more "inside" forces. But all data from this process must be carefully examined and analyzed by the person himself. He/she must take full responsibility at this point.
15. Newsletter: The Teaching Center will publish a bi-weekly newsletter. The Newsletter will report on professional

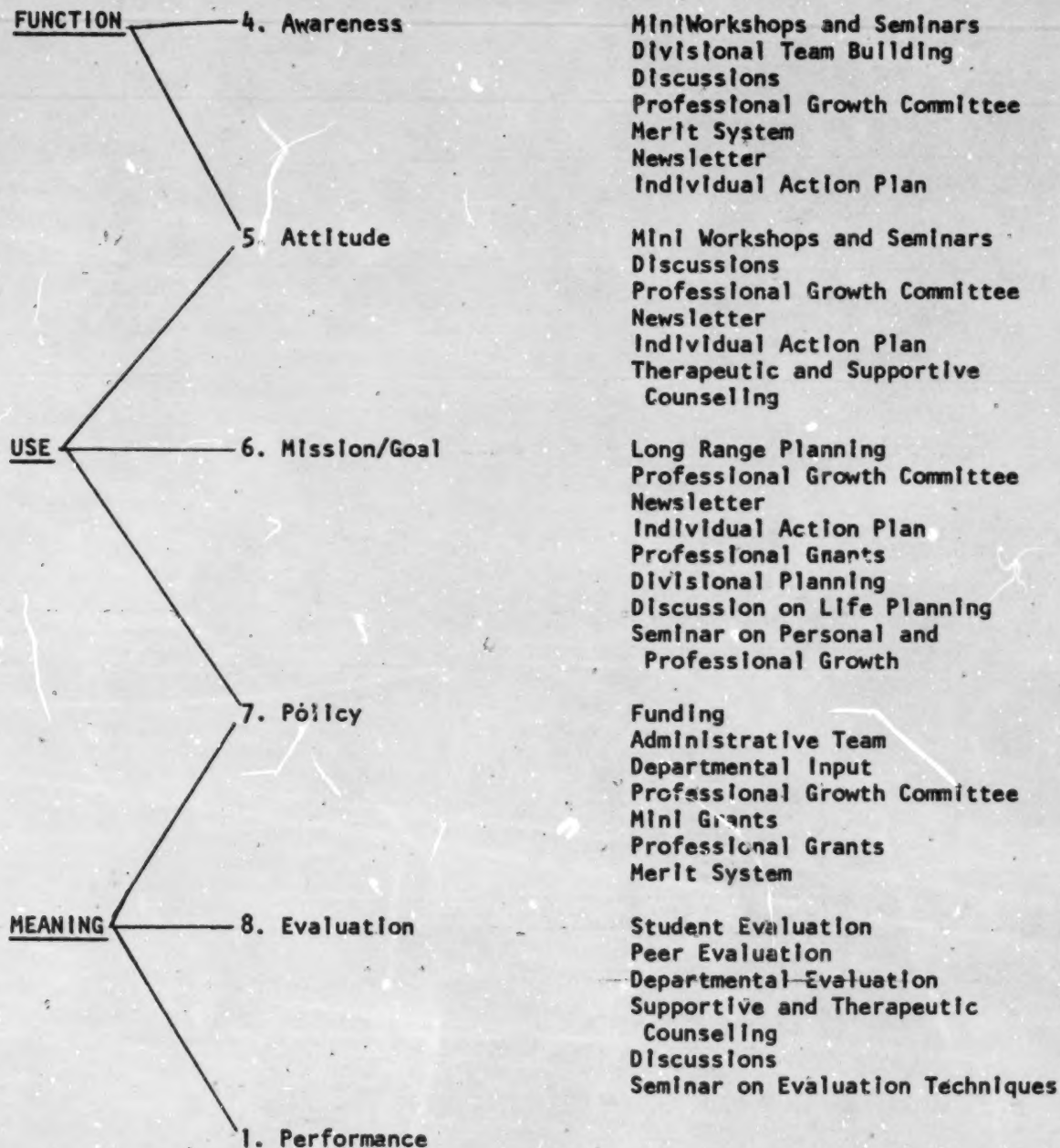
development projects, minigrant projects at the college and at other schools. It will also review articles and books, give handy hints and publish the schedule of the Center's activities. It will also publish short articles written by the staff.

16. Long Range Planning: To be successful a professional development program must be accompanied and intergrated into the Institution's long range planning. Professional Development should not only be a Key Result Area, but also it should be an Input process for the Long Range Planning Committee.
17. Administrative Team: Administrative support is essential to the program. In addition in this process a program of administrative team building including planning and decision making is linked to the professional development of the administrators and growth, development and morale of the college.
18. Community Resources: Expertise on varied subjects and processes exist in every community. The Teaching Center must provide access to these resources for the individual's and college's growth.
19. Personal Professional Action Plan: One of the most important elements, of course, is the individual's Professional Action Plan. Each staff member will be encouraged to develop his own plan of growth and development for the year in conjunction with his goals and objectives. The Center will develop a form to assist and provide consultation.

Relation of Components to Model:

The complexity of this process makes it difficult to isolate one component in just one of the eight aspects. However, each of the aspects of the model can be more or less directly related to the Center's components.





CHAPTER VII

Adjunct Professional Development

With the two major corner stones, i.e., a model for professional development and a Teaching Center, the problem of adjunct staff can be tackled. The unique circumstance of the adjunct staff's position, function, and role in the college must be considered. As the national conference emphasized, one cannot use one stereotype. There are several types of adjunct staff: Full time instructor with overload; the regular adjunct; the adjunct using several part time options to support himself; the adjunct with another career; the adjunct staff seeking avocational or recreational outlet.

The adjunct staff is not usually a well organized or coherent group. They appear on the campus and in Outreach Centers at different times. In most instances their time is tightly budgeted. Generally, they have not had a significant background in the teaching/learning area. Usually, they have little or no contact with the full time staff. Frequently, they are unaware of the goal and mission of the college, their division, and the auxiliary services that are available. Finally, they have a feeling of isolation and don't know where to turn to relieve this feeling and to solve their problems. However, this uniqueness should not be used as a justification for further isolation from the college and the full time staff.

Two basic problems must be solved before professional development can be engaged. First, a structure must be developed to put adjunct staff into the divisional setting. They should be encouraged to participate in divisional team building, planning and decisions. Division meetings will have to be scheduled in the evening to accommodate "all staff." A person

or persons, either a full time instructor or division chairman, should have responsibility for adjunct staff. Secondly, a program of orientation and an adjunct staff manual, answers to the "nuts and bolts" questions, must be developed. This is not professional development but a necessary prerequisite for it. Adjunct staff must be oriented to the goal and mission of the college as well as the details of daily operation.

The Teaching Center can provide a professional development vehicle for the adjunct staff. However, alternative delivery systems need to be added. In this way various types of adjunct staff can be serviced on their own ground. The Center cannot hope to meet part time needs without going out or extending itself. All services of the Center must be built on a solid program of orientation and departmentalization of the adjunct staff. How do the nineteen elements relate to the adjunct staff?

1. Seminars:

For the adjunct staff, topics of special interest could be included as well as scheduling at an appropriate time when many adjunct staff could attend. The maximizing of this service would come from recording these sessions on both video and audio cassettes. Each adjunct staff could be sent the audio cassette and extension centers given the video cassettes. In addition, storing the video cassettes in the Teaching Center would permit individual usage by all staff.

2. Mini Workshops

Once again, topic and scheduling to accommodate adjunct staff. In addition to video and audio cassettes services as with seminars, adjunct staff

3. Discussions:

would also be encouraged to give presentations.

Scheduling and topics would be added to accomodate adjunct staff. They would be encouraged to participate as facilitators and group members.

However, these discussions could also be video and audio taped and delivered as with seminars. Another possible technique would be a conference telephone call between a facilitator and five or six adjunct staff discussing issues or concerns. Discussions will also be held at Outreach Centers.

4. Conferences and Meetings:

Adjunct staff will be encouraged to participate in local, state, and national conferences and encouraged to give presentations. Professional Grants would be available to assist in bearing the expenses.

5. Courses:

Adjunct staff will be encouraged to take credit or non credit courses. Professional Grants would be available. Presentation of results would be an integral part of the grant.

6. Divisional Input:

Adjunct staff will be integrated into the divisional structure and participate in team building, planning and decisions. Division meetings will be scheduled to accomodate the adjunct staff.

7. Needs Assessment:

Formal, informal, and operational needs assessments will be given to all adjunct staff. Each adjunct staff will be encouraged to develop his/her own statement of needs.

8. Individual
Consultation
Session:

Once again, if not a face to face session at the Teaching Center or at the Outreach Center, a telephone session would be used. Each adjunct would be encouraged to develop his individual professional action plan. Also, follow up would involve feedback phone calls.

9. Funding:

All grants, travel and leave should be available to adjunct staff as well as full time staff. The merit system should have incentives built in to it for adjunct staff.

10. Learning/
Instructional
Laboratory:

The LRC would develop its Learning Lab, as well as assist Outreach in developing their own mini-labs at their own centers. Lab services include supportive services as well as design consultation. Through use of a mobile LRC and the telephone, all services of the LRC would be available to all adjunct staff. The LRC will be open and provide its full range of services to the night program.

11. Materials:

All materials of the Teaching Center would be available to all staff. Materials that would be used with a minimum of equipment will be collected. These materials will be mailed to Outreach instructors. "How to" cassette programs will be developed by the LRC.

12. Professional Growth
Committee:

The adjunct staff would have representation on the Professional Growth Committee.

13. Supportative and
Therapeutic
Counseling:

The same services would be available to the adjunct staff as the full time staff. In addition, the Teaching Center will have a telephone number for adjunct staff to use if they have any problems or needs, or for counseling for themselves.

14. Evaluation:

All adjunct staff will be evaluated by their students, as well as do a self-evaluation based on their goals and objectives, and be evaluated at the department or division level.

15. Newsletter:

All adjunct staff will receive the biweekly Teaching Center Newsletter. It will have a specific section devoted to the adjunct staff. Here unique problems as well as current projects will be discussed.

16. Long Range Planning:

The adjunct staff should have representation on the College's Long Range Planning Committee. In addition, the adjunct staff should be kept aware of this committee and its actions through receiving its minutes.

17. Administrative Team:

The Administrative team must be sensitive to the adjunct staff's problems and needs. Perhaps the team could develop an audio cassette that would be sent to each adjunct staff member. This would increase the possibility for input to the administrative team from the adjunct staff.

18. Personal Professional
Action Plan:

Each adjunct staff member would be encouraged to develop a individual plan for personal and

professional growth. The Center would assist in developing this plan.

Although the nineteen elements are the same for both full and adjunct staff members, alternative delivery systems will give greater access to the Center. These will include the use of mail, telephone, and a mobile LRC unit. The heaviest used technology will be the audio cassette with its high speed duplication potential. With such a program there is little chance that the adjunct staff will feel a sense of isolation, frustration, and second rate citizenship. The Teaching Center philosophically based in the Multidimensional model is capable of providing a program for personal and professional development for all of the college staff.

CHAPTER VIII

Implementation

The first step in initiating a program will be to evaluate existing elements already in operation. Also a planning session should be conducted in both the Long Range Planning Committee and the Administrative Team. Dodge City Community College (1000 FTE, 54 full time faculty, 80 adjunct staff) initiated its program with the selection of a Professional Growth Committee. This committee found several elements in existence at the College. The College already had a merit plan, a mini grant program, a learning/Instructional laboratory, a comprehensive Learning Resources Program and a process where staff determined their goals and objectives for an academic year.

What was needed was coordination and assigning responsibility. One parameter was that no additional staff could be justified and there was no anticipation of this condition changing. An existing service with its present staff would be the only possibility. The Learning Resources Program volunteered its services and began researching possibilities. It began to provide input to the Professional Growth Committee.

The second task of the Professional Growth Committee was to conduct a needs assessment. Both full and part time staff participated. Results indicated seven areas of concern, (Appendix 6 & 7): 1. Consultation and assistance in preparing mini grant proposals; 2. Using media; 3. Individual growth plan; 4. Mini Workshops; 5. Conferences; 6. Courses; 7. Diagnosis of teaching style and micro teaching.

From the above data and existing elements the Learning Resources Program will present an action plan to the Long Range Planning to be included as a Key Result Area in the College's Master Plan. The Teaching

Center will be a Key Result Area in the Learning Resources Action Plan 1977-78 and involve all existing staff.

Data from this first year of operation will be collected on all nineteen elements. It will be carefully monitored and analyzed in order to modify the program as needed. It is anticipated that the Teaching Center will be used by both full and adjunct staff and that it will have a significant impact on the staff and the college.

SELECTED BIBLIOGRAPHY

- Allen, Dwight, and Kevin Ryan. Microteaching. Reading, Mass: Addison-Wesley, 1969.
- Anderson, B. Robert. "Adjunct Faculty Deserve a Better Deal." Change, 7 (7): 8,64; September 1975.
- An Analysis of Community and Junior Colleges Use of Part-Time Faculty. ED 121 362.
- An Introduction to the Part-Time Teaching Situation with Particular Emphasis on its Impact at Napa Community College. ED 125 683.
- Arend, Paul. Teacher Selection: The Relationships Between Selected Factors and the Rated Effectiveness of Second Year Teachers. ED 087 102.
- A Survey and Analysis of Part-Time Instructors at J. Sargeant Reynolds Community College (Virginia). ED 125 687.
- Axelrod, J., et. al. Search for Relevance. Jossey-Bass, 1969.
- Axelrod, Joseph. The University Teacher as Artist. San Francisco: Jossey-Bass, 1973.
- Bahr, J. "Non-Professional Teachers Enliven the Subject Matter." Clearinghouse, 43 (8): 494-496; April 1969.
- Bender, L.W., and Breuder, R.L. "Part-Time Teachers--'Step-Children' of the Community College." Community College Review, 1 (1): 29-37; April 1973.
- Bender, L.W., and Hammons, J.O. "Adjunct Faculty: Forgotten and Neglected." Community and Junior College Journal, 43 (2): 20-22; October 1972.
- Bergquist, William and Phillips, Steven, "Components of An Effective Faculty Development Program," Journal of Higher Education, March/April, 1975, pp. 177-211.
- Blaunt, Gail. Teacher Evaluation: An Annotated Bibliography. ED 093 033.
- Blinderman, A. "Pedagogical Moonlighters: The University's Cheap Labor Reserve." Changing Education, 52 (36): 12-13; June 1971.
- Bloom, M. and M. Freedman. "Personal History and Professional Career," in M. Freedman (ed.) Facilitating Faculty Development. San Francisco: Jossey-Bass, 1973. New Directions, 1.

Borg, W.R. et. al. The Mini-Course: A Microteaching Approach to Teaching Education. Beverly Hills, California: Macmillan Educational Services, 1970.

Brown, Barbara, and Romoser, Richard C. Part-Time Faculty Salary Rates 1973-74 and 1975-76 for Selected Community Colleges. Cleveland, Ohio: Cuyahoga Community College, 1976. 8p. ED 121 370.

Buhl, Lance C., "Professional Development in Teaching; a Challenge to the Faculty;" Lakeland Community College Consulting Study, September, 1975.

Caldwell, Robert. Critical Issues in Faculty Development. ED 105-523.

California Community Colleges. Preliminary Report on Part Time Faculty. ED 105 930.

Camras, Jay and Masterman, Robert, "A Rationale for Comprehensive In-Service Programs," The Clearing House, March 1972, pp 424-426.

Carman, Robert. Systems Analysis of Learning Resources Center. ED 035-411.

Chester, Mark. The Educational Change Team. ED 087 644.

Chickering, A.W. Education and Identity. San Francisco: Jossey-Bass, 1969.

Clements, Clyde. How Staff Development Works in a Small Community College. ED 093 398.

Cohen, A.M. Dateline '79: Heretical Concepts for the Community College. Beverly Hills, California: Glencoe, 1969.

Cohen, A.M. (ed.) Toward a Professional Faculty. San Francisco: Jossey-Bass, 1973.

Cohen, A.M. and Brawer, Florence. Confronting Identity: The Community College Instructor. New Jersey, 1972.

Collins, Charles. The On-Site Programmatic Approach to Staff Development, ED 101 780.

Commission on Non-Traditional Study. Diversity by Design. San Francisco: Jossey-Bass, 1973.

Community College Faculty Job Satisfaction, Research in Higher Education, v. 2, n. 4, pp 369-376, '74. EJ 114 376.

Community College Faculty: Professors and Teachers, Peabody Journal of Education, v. 51, n. 2, pp 80-3, Jan. '74. EJ 091 957.

Community Colleges, Selecting and Training New Teachers, Change, V. 5, n. 8, pp 56-57, '73, Oct. 73.

Community-Junior College Technical Staffing--An Overview, Tech Educ
pp TE 1, TE 14, TE 15, '70 Jan. EJ J. 014 148.

Cross, K. Patricia. Beyond the Open Door. San Francisco: Jossey-Bass, 1971.

Dalton, E.L. and R.J. Krajewski, "Toward Guided Self-Improvement: An Individual Progress Model for Teachers." Educational Technology, 1975, 15 (3), 58-60.

De Bloois and D. Adler. Stimulating Faculty Readiness for Instructional Development: A Conservative Approach to Improve College Teaching. CASC Faculty Development Project. ERIC ED 078 745, 1973.

Desmarais, Armand, and Wiggins, E. Foster. A Proposed Participatory Governance Structure for the Division of Continuing Education and Community Services at Bristol Community College. Unpublished paper, 1975. 71p. ED 103 032.

Eble, Kenneth. Career Development of the Effective College Teacher. American Academic Council and the American Association of University Professors, 1971.

Eble, Kenneth E. Professors as Teachers. San Francisco: Jossey-Bass, 1972.

Eble, K.E. The Recognition and Evaluation of Teaching. Project to Improve College Teaching, 1970.

Eraut, M. "Promoting Innovation in Teaching and Learning: Problems, Processes, and Institutional Mechanisms." Higher Education, Vol.4, (February, 1975), pp. 18-26.

ERIC Clearinghouse. Community College Faculty Development. ED 081 411.

Evaluation of Faculty, Community College Review, v.2, n.2, pp 12-21, Sum '74. EJ 102 996.

Faculty Development in American Community Junior Colleges, Peabody Journal of Education, v.48, n.4, pp 270-5, Jul. '71. EJ 041 319.

Faculty Development: Let Teachers Take the Initiative, Community College Review, v. 3, n. 1, pp 25-30, Jun, '75.

Fenken, Richard, "The Evaluation of University Faculty and Administrators," Journal of Higher Education, November/December, 1975, pp. 665-686.

Ferris, Peter. The Part-Time Instructor in the Los Rios District: An Analysis. Sacramento, California: Los Rios Community College District, 1976. 14p. ED 121 364.

Fibkins, William, "The Whys and Hows of Teachers' Centers," 'PHI DELTA KAPPAN, April, 1974, pp 567-569.

- Figurski, Arthur, "Teaching Excellence," Journal of Industrial Arts, September, 1969, pp. 8-9.
- Francis, John Bruce, "How Do We Get There from Here? Program Design for Faculty Development," Journal of Higher Education, November/December, 1975. pp. 719-732.
- Freedman, M. (ed.) Facilitating Faculty Development. San Francisco: Jossey-Bass, 1973. New Directions, 1.
- Fresno City College. Workshop in the Preparation of Measurable Performance Objectives. ED 073 258.
- Gaff, J. and R. Wilson. The Teaching Environment. Berkeley, California: Center for Research and Development in Higher Education, 1971.
- Giley, J. Wade. Products and Productivity: A Perspective on Learning. ED 069 268.
- Gleazer, E. J., Jr. "How to Achieve Goals." Community and Junior College Journal, 42 (1972), pp. 20-26.
- Gowin, D. B. The Part-Time College Teacher. ED 031 663.
- The Group for Human Development in Higher Education. Faculty Development in a Time of Retrenchment. Change Magazine, 1974.
- Grymes, Robert J., Jr. A Survey and Analysis of Part-Time Instructors at J. Sargeant Reynolds Community College (Virginia). Richmond, Va.: J. Sargeant Reynolds Community College, 1976. 54p. ED 125 687.
- Guichard, Gus, and Others. Part-Time Employment. Sacramento: California Community Colleges, Office of the Chancellor, 1975. 23p. ED 111 464. (Available in Microfiche only.)
- Hammons, James. Proceedings: The Conference on Questions and Issues in Planning College Staff Development Programs. ED 111 462.
- Harclerod, Fred. Learning Resources for Colleges and Universities. ED 015 647.
- Harris, B. M. and W. Bessent. Inservice Education. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.
- Harris, David A. and Parsons, Michael H. Adjunct Faculty: A Working System of Development. Hagerstown, Md: Hagerstown Junior College 1975. 12 p. ED 115 318
- Hasseucahl, Fran. Part-Time Faculty Women (and Men) Have Needs TOO. ED 095 801.

- Heinberg, S. Procedures for the Supervision and Evaluation of New Part-Time Evening-Division Instructors in California Junior Colleges. Doctoral dissertation, University of Southern California, 1966.
- Hoem, Eric, "The Professional Development Program You Can Afford," Community and Junior College Journal, 1976, pp. 32-34.
- Hopper, F.L. A Study of the Policy of Hourly Wages for Part-Time Instructors of Community Colleges in California. Unpublished paper. 1973. 15p. ED 094 812.
- Hoyt, D.P. "Measurement of Instructional Effectiveness." Research in Higher Education, Vol. 1,4 (1973), pp. 367-78.
- Improving College Teaching, edited by Calvin B.T. Lee (American Council on Education, 1967).
- Indiana University Graduate Library School. An Administrative Handbook and Guide for Community Junior College Learning Resource Center Directors. ED 094 690.
- Jensen, Mary. The Learning Center at Santa Ana College. ED 071 656.
- Johnson, James and Radebough, Byron, "Excellent Teachers," The Clearinghouse, November, 1969, pp. 152-156.
- Kelley, W., & Wilbur, L. Teaching in the Community-Junior College. Appleton-Century-Crofts, 1970.
- Kennedy, G. "Preparation, Orientation, Utilization and Acceptance of Part-Time Instructors." Junior College Journal, 37 (7): 14-15; April 1967.
- Kerstiens, Gene. The Ombudsman Function of the College Learning Center, ED 055 589.
- Koltai, Leslie. The Part-Time Faculty and the Community College. Los Angeles, Calif.: Los Angeles Community College District, 1976. 7p. ED 118 174.
- Lauffer, L. Personal Communication. Tallahassee, Florida: Division of Community Colleges, August 18, 1975.
- Laurie, R. The Evaluation of Teachers; An Annotated Bibliography. ED 089 478
- Lein, Charles and Merz, Mike, "Student Evaluation: What Are They Really Telling Us?" Collegiate News and Views, Fall, 1976, pp.1-4.
- Lester, R.A. "The Equal Pay Boondoggle." Change, 7 (7): 38-43; Sept. 1975.

- Lewin, K. "Frontiers in Group Dynamics." Human Relations, 1 (1974), pp. 5-41.
- Lombardi, J. Managing Finances in Community Colleges. San Francisco, California: Jossey-Bass Publishers, 1973.
- Lombardi, John. Part-Time Faculty in Community Colleges. ED 115 316.
- Lombardi, J. Reduction in Force: An Analysis of the Policies and Their Implementation. Topical Paper No. 48. Los Angeles, California: ERIC Clearinghouse for Junior Colleges, 1974. 32p. ED 099 043.
- Lombardi, J. Riding the Wave of New Enrollments. Topical Paper No. 50. Los Angeles, California: ERIC Clearinghouse for Junior Colleges, 1975.
- Lombardi, John, Compiler. Staff Development Programs for Part-Time Occupational-Vocational Instructors: An ERIC Brief. Los Angeles, Calif.: ERIC Clearinghouse for Junior Colleges, 1976. 18p. ED 116 732.
- Lutz, John, "Inservice Personnel Development; A Systematic Approach to Program Planning," Education Technology, April, 1976, pp. 44-47.
- Machlup, F. Education and Economic Growth. Lincoln, Nebraska: University of Nebraska Press, 1970.
- Mann, R.D. et. al. The College Classroom: Conflict, Change, and Learning. New York: John Wiley and Sons, 1970.
- Marsh, John P., and Lamb, Terry (Eds.) An Introduction to the Part-Time Teaching Situation with Particular Emphasis on Its Impact at Napa Community College. Napa, Calif.: Executive Council of the Napa College Part-Time Teachers Association, 1975. 46p. ED 125 683. (Available in microfiche only.)
- Martarana, S.V. The Learning Resource Center of the Two Year College. ED 051 797
- Messick, S. Research Methodology for Educational Change: 1971 Invitational Conference on Testing Problems. Princeton, New Jersey: Educational Testing Service, 1971.
- Miller, Richard I. Evaluating Faculty Performance. San Francisco: Jossey-Bass, 1972
- Milton, Ohmer. Alternatives to the Traditional. San Francisco: Jossey-Bass, 1972
- Mittler, Mary L. Oakton Community College Staff Development Program. ED 114 142
- Montgomery College. Part Time Faculty Handbook 1975-76. ED 112 980
- Morris, W.H., ed. Effective College Teaching. Washington, D.C.: American Council on Education, 1970.

National Association of Secondary School Principals. Accountability, A Bibliography. ED 091 838.

Newman, Joan. Iowa Survey Shows: Teachers Need More Training in Media. ED 105 895

Noonan, John F. "Faculty Development through Experimentation and Interinstitutional Cooperation." In Mervin Freedman, ed., Facilitating Faculty Development. San Francisco: Jossey-Bass, 1973, pp. 93-103

O'Banion, T. "Patterns of Staff Development," in A.M. Cohen (ed.) Toward a Professional Faculty. San Francisco: Jossey-Bass, 1973

O'Banion, Terry. Staff Development at Lincoln Trail College. ED 103 059

Parsons, Michael. Staff Development; A Gestalt Paradigm. ED 092 201

Parsons, T. and G. Platt. The American University. Cambridge, MA: Harvard University Press, 1973.

Part-Time Faculty in Community Colleges Topical Paper No. 54. ED 111 464

Part-Time Faculty Handbook, 1975-76. Rockville, Md.: Montgomery College, (1975). 60p. ED 112 980.

The Part-Time Instructor in the Los Rios District: An Analysis ED 121 364

Part-Time Instructor Survey ED 127 000.

Part-Time Teachers - "Step-Children" of the Community College, Community College Review, v.1, n.1, pp 29-37, Apr. '73. EJ 079 209.

Patterson, J. Toward Instructional Improvement: A Planning Model for Teachers and Administrators. Educational Technology, 1975, 15 (9), 59-60.

Peterson, Gary. MINI Model for College Implementation. ED 112 958.

Phair, T.S. Staffing Patterns in California Community Colleges: A 1974-75 Overview. Sacramento, California: California Community and Junior College Association, 1974. 13p. ED 100 445.

Philipson, Willard. An Explanation of the Learning Resources Philosophy and Services. ED 025 257.

Piazza, Charles, Learning Resource Program for Two Year Colleges: A State of the Art. ED 097 950.

Polanyi, M. Personal Knowledge. New York: Harper and Row, 1964.

Preliminary Report on Part-Time Faculty. Sacramento: California Community Colleges, 1975. 8p. ED 105 930.

Preus, Paul K. Statewide Community College Faculty Development: A Personalized Approach. ED 118 168.

Price, Floyd H., and Lane, William H. An Analysis of Community and Junior College Use of Part-Time Faculty. Unpublished paper, 1976. 17p. ED 121 362.

Program of the Learning Resources Center. ED 048 883.

Quanty, Michael. Part-Time Instructor Survey. Overland Park, Kansas: Johnson County Community College, 1976. 24p. ED 127 000.

Ralph, N. "Stages of Faculty Development," in M. Freedman (ed.) Facilitating Faculty Development. San Francisco: Jossey-Bass, 1973. New Directions #1.

Rancho Santiago Community College Professional Development Program.

Reitan, Henry. Greenbag Worksheets. ED 103 085.

Reitan, Henry. Purplebook Gamma. ED 103 084.

"Research on Community College Instruction: Some Directions," College of Education Record (University of Washington) V. 37, n.1, pp 18-22, Nov. '70. EJ 030 318.

Rogers, Ida. The Improvement of Instruction in Developing Junior Colleges. ED 071 658.

Romine, Stephen, "Perception of an Effective Community College Instructional Climate," Journal of Higher Education, June, 1974, pp. 415-429.

Ross, D.M. Preliminary Report on Part-Time Faculty. Sacramento, California: California Community College Trustees, California School Board Association, May 22, 1975.

Rubin, L.J. Improving Inservice Education: Proposals and Procedures for Change. Boston, Massachusetts: Allyn and Bacon, Inc., 1971.

Rusbar, Alice. The Mini Grant: A Means for Instructional Improvement Through Research. ED 110 149.

Salaries for Part-Time Faculty: New Trends. An ERIC Review, Community College Review. v.3 n 3, pp 77-78 Jan '76 EJ 233 038

Sanford, N. "Academic Culture and the Teacher's Development." Lecture, National Associate Conference, 1970.

Scigliano, Hohn. Practicums: National Ed.D. Program for Community College Faculty and Nova University. ED 081 417

Scully, M.G. "Part-Time Teachers: Many Are Angry." The Chronicle of Higher Education, 9 (16): 1,4; January 20, 1975

- Seitz, J.E. Professional Orientations and Attitudes of Part-Time Junior College Faculty. Doctoral dissertation, Southern Illinois University, 1971.
- Sewell, Donald H., and Others. Report on a Statewide Survey about Part-Time Faculty in California Community Colleges. Sacramento: California Community and Junior College Association. 1976 40p. ED 118 195
- Smith, G. Kerry, ed., "Faculty Values and Improving Teaching," in New Teaching, New Learning, (Jossey-Bass, 1971
- Styler, W.E. Further Education...Part Time Teachers Speak. ED 023 976
- Sylvester, David. A Survey of Educational Needs of College Faculty in Selected Two Year Colleges in New York. ED 100 463
- Teacher Preparation for the Community College, Balance Sheet, v.52, n.2, pp.54-55, 69, Oct. '70. EJ 027-322.
- Theobald, R. "Working to Create America's Third Century." Community and Junior College Journal, 45 (9): 5-6; June/July 1975.
- Tickton, S., ed. To Improve Learning: An Evaluation of Instructional Technology. 2 vols., R.R. Bowker Co., 1970.
- Toombs, William, "A Three Dimensional View of Faculty Development," Journal of Higher Education, November/December, 1975, pp. 701-171.
- Toward a Professional Faculty, New Directions for Community Colleges, v. 1, pp 101-117, Spr. '73.
- "The Two-Year College Instructor: A Profile," American Psychologist, v.29, N.7, pp 554-557, Jul. '74. EJ 103 384.
- Van Driel, Robert. In Services Training for Administrators, Faculty, and Students of a Developing Community College. ED 070 761.
- Wallace, Terry. The Literature of Staff Development. ED 094 822.
- Watruba, Thomas and Wright, Penny, "How to Develop a Teacher Rating Instrument," Journal of Higher Education, November/December, 1975, pp. 653-663.
- Whitefield, Raymond, "The Ills of College Teaching: Diagnosis and Prescription," Journal of Higher Education, January 1973.
- Williams, F.N. "The Neglected Teachers: The Part-Time Faculty." Adult Leadership, 21 (3): 83-84; September 1972.
- Wilson, Reginald. Humanizing Community Junior College Environment: Toward Change -- Staff Development. ED 088 555.
- Yarbrough, V. Eugene, "Teacher Growth: The Field Services Center," Educational Leadership, Feb, 1975, pp. 335-338.

Yarrington, Robert. New Staff for New Students. American Association
of Community Junior Colleges, 1974.

Zion, Carol and Connie Sutton. "Integrated Inservice Development,"
In A.M. Cohen (ed.) Toward a Professional Faculty. San Francisco:
Jossey-Bass, 1973.

APPENDIX I

MINI QUESTIONNAIRE

PART-TIME FACULTY

1. Number of full time faculty _____. Number of part-time faculty _____.
2. Full time equivalent for part-time faculty _____.
3. Currently our college ____ does ____ does not have a professional development program for our full time faculty. (If available would you please enclose information on your program.)
4. Currently our college ____ does ____ does not have a professional development program for our part-time faculty.
5. Our college ____ is ____ is not anticipating starting a program for part-time faculty by _____.
6. The professional development program ____ is ____ is not mandatory for all full time faculty.
7. The professional development program ____ is ____ is not mandatory for all part-time faculty.
8. If voluntary, what incentives and motivation are used to encourage faculty participation.
9. Briefly describe (or enclose information on) your current or anticipated professional development program for part-time faculty.

10. Comments:

APPENDIX 2

MINI QUESTIONNAIRE

PART-TIME FACULTY

244 Sent Out 178 Returned 73%

1. Number of full time faculty 17,226 Number of part-time faculty 23,591

2. Full time equivalent for part-time faculty 4,088.47.

3. Currently our college 96 does 80 does not have a professional development program for our full time faculty. (If available would you please enclose information on your program.)

4. Currently our college 35 does 40 does not have a professional development program for our part-time faculty.

5. Our college 33 is 47 is not anticipating starting a program for part-time faculty by _____.

6. The professional development program 36 is 60 is not mandatory for all full-time faculty.

7. The professional development program 9 is 26 is not mandatory for all part-time faculty.

8. If voluntary, what incentives and motivation are used to encourage faculty participation.

9. Briefly describe (or enclose information on) your current or anticipated professional development program for part-time faculty.

10. Comments:

APPENDIX 3
NATIONAL CONFERENCE ON PART-TIME INSTRUCTORS
IN THE COMMUNITY COLLEGE

Sunday, February 6

4:00 - 8:00 p.m. Registration - Mezzanine

Monday, February 7

8:00 - 12:00 a.m. Registration - Mezzanine

9:00 - 10:45 a.m. Main Ballroom

Chairman: Norbert Dettmann, Dean of Instructional Services, Eastfield College
Welcome: Bill Priest, Chancellor, Dallas County Community College District
 Terry O'Banion, Executive Director, League for Innovation in the
 Community College
 "Profile of a Part-Time Instructor" Bill Tucker, Associate Dean,
 Eastfield College

Introduction of Speakers: Donald Carlyon, President, Delta College

Speakers: "The Part-Time Faculty: An Administrator's Perspective"
 Thomas W. Fryer, Jr., Chancellor, Peralta Community College
 District
 "Perspective on the Major Issues" Leslie Koltai, Chancellor,
 Los Angeles Community College District

10:45 - 11:15 a.m. Coffee

11:15 - 12:15 p.m. Panel Response
Moderator: Bill Priest, Chancellor, Dallas County Community College District
 Leslie Koltai, Chancellor, Los Angeles Community College District
 Donald Carlyon, President, Delta College
 Paul Elsner, Vice Chancellor, Peralta Community College District
 Joe B. Rushing, Chancellor, Tarrant County Community College District
 Thomas Fryer, Jr., Chancellor, Peralta Community College District

12:15 - 1:45 p.m. Lunch

1:45 - 3:45 p.m. Main Ballroom
Richland College and Part-Time Staff: "Exploring the Reality"
Moderator: Norbert Dettmann
Participants: Edwin Biggerstaff, President, Richland College, and staff from
 Richland
Commentators: Larry Frierson, Legal Counsel, Los Angeles Community College District
 Donald E. Greive, Director of the Evening Program, Western Campus,
 Cuyahoga Community College
 Harold J. Seger, Dean of Instruction, Foothill College

4:30 - 6:00 p.m. Hospitality Hour - Mezzanine

For further information contact Norb Dettmann, Eastfield College, Mesquite, Texas 746-3210

Tuesday, February 8

9:00 - 12:00 p.m.

Concurrent Workshops

Workshop I:
Chairman:
Resource Staff:

Orientation and Staff Development - North Ballroom
Edwin Biggerstaff, President, Richland College
Virgil Hoover, Director of Training and Staff Development,
Maricopa County Community College District
Jackie Moe, Assistant to the Vice-Chancellor, Dallas County
Community College District
David Kest, Associate Dean of Continuing Education, De Anza College
Arthur Oettmeier, Dean of Academic Affairs, Delta College

Workshop II:
Chairman:
Resource Staff:

Rights and Benefits - Central Ballroom
David Sims, President, Mountain View College
Larry Frierson, Legal Counsel, Los Angeles Community College
District
Linda Jenson-Paterson, Attorney, Coast Community College District
Henry Douda, Personnel Director, Lane Community College

Workshop III:
Chairman:
Resource Staff:

Recruitment and Selection - South Ballroom
Ruby Herd, President, El Centro College
Richard Harkins, Dean of Continuing Education, Pakersfield College
Ed Decker, Dean of Instruction, Coastline Community College
Richard Kerr, Assistant Coordinator of Personnel, St. Louis
Community College
John Gallagher, Vice President for Educational Services,
Brookdale Community College

Workshop IV:
Chairman:
Resource Staff:

Supervision and Evaluation - Mockingbird Room
Byron McClenney, President, Eastfield College
Karl Dubois, Dean of Community Affairs, Delta College
Bernard Luskin, President, Coastline Community College
Phyllis Stone, Assistant Dean of Evening Division, East
Los Angeles College

12:00 - 1:30 p.m.

Lunch

1:30 - 4:30 p.m.

Morning Workshops Repeated

Wednesday, February 9

9:00 - 11:00 a.m.

Main Ballroom

Chairperson:

Jackie Moe, Assistant to the Vice Chancellor, Dallas County
Community College District

Introduction of Speakers:

Bill Priest, Chancellor, Dallas County Community
College District

Speakers:

"A Position on the Major Issues" Richard Hagemeyer, President
Central Piedmont Community College; Chairman, AACJC;
President, League for Innovation
"Community Colleges in the Next Decade: Implications for the
Use of Part-Time Instructors" Edmund J. Gleazer, Jr.,
President, AACJC

Wrap-Up:

Terry O'Banion, Executive Director, League for Innovation in
the Community College

APPENDIX 4
NEEDS ASSESSMENT

1. I feel that I am aware of most of DCCC services and procedures.
2. I feel that I am an integral part of DCCC.
3. I feel that I understand the DCCC mission and it's goals.
4. I feel that my teaching for the college is a rewarding and fulfilling experience.
5. I feel that I am most comfortable with the lecture method of instruction.
6. Students understand the enrollment procedures.
7. Grading and attendance policies are determined by the instructor.
8. Developing or using a course syllabus has been very useful.
9. I feel that I know what is expected of me as an instructor.
10. I feel that I am aware of and use the services of the Learning Resources Center.
11. I would like to order LRC materials for both class and supplementary use.
12. I would like to have xeroxed articles available for my students.
13. I would like to have a small collection of materials available for my students to use as background for the class.
14. I would like to have background materials through interlibrary loan available for my own use.
15. I feel that I am aware of and use the Learning Laboratory.
16. I would like to have various media materials available for use in my class.
17. I would like to experiment with individualized learning programs.
18. I feel that my students could use some study skills development.
19. I feel that some of my students could benefit from peer tutoring.

STRONGLY
DISAGREE

DISAGREE

??????

AGREE

STRONGLY
AGREE

20. I would like to design some instructional materials for my class.
21. I am aware of people who could benefit from "correspondence courses."
22. I would like to rent films to use in my class.
23. I would like to have transparencies, slides, filmstrips, video, etc., made for use in my class.
24. I would need equipment to use this media in my class.
25. I would like to have copies of slides, filmstrips, audiocassettes made.
26. I would like to have certain films and commercial TV programs recorded on video tape.
27. I would like to make use of the color video production studio.
28. I would like to do some on location video taping.
29. I would like to have some audiocassette recordings made for my class.
30. I feel that I would like to have some help with my own professional development as a teacher.
31. I feel that I need more information on various instructional techniques.
33. I feel that I have found my "teaching style" and that I am capitalizing on it.
34. I feel that I would like to go deeper into my subject speciality.
35. I would like to do some experimenting with instructional projects.
36. I feel that I do not have the time to get more involved with my teaching.
37. I feel that my students need and would take advantage of personal counseling.
38. I feel that my students need and would take advantage of academic counseling.

STRONGLY
DISAGREE

DISAGREE

???

AGREE

STRONGLY
AGREE

39. I feel that my students need and would take advantage of career counseling.
40. I feel that a mobile LRC that brings materials and services to my center would be a useful idea.
41. I feel that I would take advantage of services if they were provided.

STRONGLY DISAGREE	DISAGREE	??????	AGREE	STRONGLY AGREE

COMMENTS:

APPENDIX 5
NEEDS ASSESSMENT

9 Responses out of 72 12% Returned

	STRONGLY DISAGREE	DISAGREE	???????	AGREE	STRONGLY AGREE
1. I feel that I am aware of most of DCCC services and procedures.	1	1	2	5	
2. I feel that I am an integral part of DCCC.	1	2	2	2	2
3. I feel that I understand the DCCC mission and it's goals.		3	1	4	1
4. I feel that my teaching for the college is a rewarding and fulfilling experience.			1	3	5
5. I feel that I am most comfortable with the lecture method of instruction.		3	1	4	1
6. Students understand the enrollment procedures.		1	5	1	2
7. Grading and attendance policies are determined by the instructor.				6	3
8. Developing or using a course syllabus has been very useful.			2	5	2
9. I feel that I know what is expected of me as an instructor.			1	8	
10. I feel that I am aware of and use the services of the Learning Resources Center.	1	2	2	3	1
11. I would like to order LRC materials for both class and supplementary use.		1	3	4	1
12. I would like to have xeroxed articles available for my students.				8	1
13. I would like to have a small collection of materials available for my students to use as background for the class.			1	7	1
14. I would like to have background materials through interlibrary loan available for my own use.			1	8	
15. I feel that I am aware of and use the Learning Laboratory.	1	1	4	3	
16. I would like to have various media materials available for use in my class.		1	2	6	
17. I would like to experiment with individualized learning programs.			4	5	
18. I feel that my students could use some study skills development.		1	2	3	3
19. I feel that some of my students could benefit from peer tutoring.		2	2	3	2

	STRONGLY DISAGREE	DISAGREE	???	AGREE	STRONGLY AGREE
20. I would like to design some instructional materials for my class.		2	4	3	
21. I am aware of people who could benefit from "correspondence courses."			4	4	1
22. I would like to rent films to use in my class.		1	1	6	1
23. I would like to have transparencies, slides, filmstrips, video, etc., made for use in my class.		1	2	4	2
24. I would need equipment to use this media in my class.		3	1	4	1
25. I would like to have copies of slides, filmstrips, audiocassettes made.		3	2	2	2
26. I would like to have certain films and commercial TV programs recorded on video tape.		4	1	2	2
27. I would like to make use of the color video production studio.		5	2	2	
28. I would like to do some on location video taping.		6	2		1
29. I would like to have some audiocassette recordings made for my class.		4	1	4	
30. I feel that I would like to have some help with my own professional development as a teacher.		1	3	4	1
31. I feel that I need more information on various instructional techniques.		1	1	5	2
33. I feel that I have found my "teaching style" and that I am capitalizing on it.			4	5	
34. I feel that I would like to go deeper into my subject speciality.			2	5	2
35. I would like to do some experimenting with instructional projects.		1	4	3	1
36. I feel that I do not have the time to get more involved with my teaching.		1	2	5	1
37. I feel that my students need and would take advantage of personal counseling.	1	3	3	2	
38. I feel that my students need and would take advantage of academic counseling.	1	2	2	4	

39. I feel that my students need and would take advantage of career counseling.
40. I feel that a mobile LRC that brings materials and services to my center would be a useful idea.
41. I feel that I would take advantage of services if they were provided.

STRONGLY DISAGREE	DISAGREE	??????	AGREE	STRONGLY AGREE
1	2	1	4	1
	2	1	5	1
		2	6	1

COMMENTS:

APPENDIX 6

For Professional Growth Committee requests your assistance
In designing a professional development program.

1. I need to learn more about planning, strategies, goals in relation to my own syllabus development and teaching?
Strongly disagree Mildly disagree Mildly agree Strongly agree
2. I need to know more about Learning Objectives, both for Individual and group instruction?
Strongly disagree Mildly disagree Mildly agree Strongly agree
3. I would like to explore alternative instructional techniques and learning theories?
Strongly disagree Mildly disagree Mildly agree Strongly agree
4. I need more information about and experience with new instructional technologies?
Strongly disagree Mildly disagree Mildly agree Strongly agree
5. I need help with instructional design?
Strongly disagree Mildly disagree Mildly agree Strongly agree
6. I would like some consultation in developing projects such as mini-grant programs?
Strongly disagree Mildly disagree Mildly agree Strongly agree
7. I think there is need for sessions on interpersonal relationships and group dynamics?
Strongly disagree Mildly disagree Mildly agree Strongly agree
8. I feel I could use some help with my own communication skills?
Strongly disagree Mildly disagree Mildly agree Strongly agree
9. I need some clarification of my identity and role as a teacher, counselor, helper, facilitator, manager?
Strongly disagree Mildly disagree Mildly agree Strongly agree
10. I could use some help with evaluation and measurement techniques?
Strongly disagree Mildly disagree Mildly agree Strongly agree
11. I could use some help with campus media and promotional techniques?
Strongly disagree Mildly disagree Mildly agree Strongly agree

12. I feel a need for discussion of evaluation of my performance as a teacher?
Strongly disagree Mildly disagree Mildly agree Strongly agree
13. I feel I need some updating in my own discipline area?
Strongly disagree Mildly disagree Mildly agree Strongly agree
14. I could use some help with understanding the philosophy and organization of Community Colleges?
Strongly disagree Mildly disagree Mildly agree Strongly agree
15. I need more data on Community College students and adult learners?
Strongly disagree Mildly disagree Mildly agree Strongly agree
16. I could use some help with recruiting techniques for my course or program?
Strongly disagree Mildly disagree Mildly agree Strongly agree
17. I feel a Professional Growth Program would work best for me if it were tailored to my own needs?
Strongly disagree Mildly disagree Mildly agree Strongly agree
18. I could profit from a professional development program within divisional meetings?
Strongly disagree Mildly disagree Mildly agree Strongly agree
19. I feel that mini-workshop sessions would be an effective means for professional growth?
Strongly disagree Mildly disagree Mildly agree Strongly agree
20. I could make good use of outside consultants?
Strongly disagree Mildly disagree Mildly agree Strongly agree
21. I would like to be kept aware of conferences in teaching techniques and my subject area?
Strongly disagree Mildly disagree Mildly agree Strongly agree
22. I would enroll in courses in professional development were offered at DCCC?
Strongly disagree Mildly disagree Mildly agree Strongly agree
23. I would enroll in graduate courses offered in my subject area through a four year institution.

24. I would participate in a micro-teaching, a pooling of professional staff?

Strongly disagree Mildly disagree Mildly agree Strongly agree

25. I feel I could profit from peer group problem solving sessions?

Strongly disagree Mildly disagree Mildly agree Strongly agree

26. I would like to be informed of methods for diagnosing my teaching style, and developing prescriptions for solving my problems?

Strongly disagree Mildly disagree Mildly agree Strongly agree

I am a part time _____, full time _____ professional staff member.

A student will be around to pick this up. Or you can put it in Katie Arnett's mailbox before Friday, February 4.

Outreach use enclosed envelope to return this.

APPENDIX 7

For Professional Growth Committee requests your assistance
In designing a professional development program.

130 sent 37 returned 29%

1. I need to learn more about planning, strategies, goals in relation to my own syllabus development and teaching?

9	7	9	8
Strongly disagree	Mildly disagree	Mildly agree	Strongly agree
2. I need to know more about Learning Objectives, both for individual and group instruction?

8	8	13	7
Strongly disagree	Mildly disagree	Mildly agree	Strongly agree
3. I would like to explore alternative instructional techniques and learning theories?

3	3	19	10
Strongly disagree	Mildly disagree	Mildly agree	Strongly agree
4. I need more information about and experience with new instructional technologies?

4	4	18	10
Strongly disagree	Mildly disagree	Mildly agree	Strongly agree
5. I need help with instructional design?

6	3	11	16
Strongly disagree	Mildly disagree	Mildly agree	Strongly agree
6. I would like some consultation in developing projects such as mini-grant programs?

3	3	11	16
Strongly disagree	Mildly disagree	Mildly agree	Strongly agree
7. I think there is need for sessions on interpersonal relationships and group dynamics?

7	6	13	8
Strongly disagree	Mildly disagree	Mildly agree	Strongly agree
8. I feel I could use some help with my own communication skills?

6	6	15	7
Strongly disagree	Mildly disagree	Mildly agree	Strongly agree
9. I need some clarification of my identity and role as a teacher, counselor, helper, facilitator, manager?

8	7	14	5
Strongly disagree	Mildly disagree	Mildly agree	Strongly agree
10. I could use some help with evaluation and measurement techniques?

8	7	11	9
Strongly disagree	Mildly disagree	Mildly agree	Strongly agree
11. I could use some help with campus media and promotional techniques?

7	4	13	10
Strongly disagree	Mildly disagree	Mildly agree	Strongly agree

12. I feel a need for discussion of evaluation of my performance as a teacher?
 8 9 12 5
 Strongly disagree Mildly disagree Mildly agree Strongly agree
13. I feel I need some updating in my own discipline area?
 8 4 11 8
 Strongly disagree Mildly disagree Mildly agree Strongly agree
14. I could use some help with understanding the philosophy and organization of Community Colleges?
 10 9 8 8
 Strongly disagree Mildly disagree Mildly agree Strongly agree
15. I need more data on Community College students and adult learners?
 13 7 11 6
 Strongly disagree Mildly disagree Mildly agree Strongly agree
16. I could use some help with recruiting techniques for my course or program?
 8 7 11 10
 Strongly disagree Mildly disagree Mildly agree Strongly agree
17. I feel a Professional Growth Program would work best for me if it were tailored to my own needs?
 4 7 10 10
 Strongly disagree Mildly disagree Mildly agree Strongly agree
18. I could profit from a professional development program within divisional meetings?
 6 6 14 6
 Strongly disagree Mildly disagree Mildly agree Strongly agree
19. I feel that mini-workshop sessions would be an effective means for professional growth?
 6 3 19 9
 Strongly disagree Mildly disagree Mildly agree Strongly agree
20. I could make good use of outside consultants?
 2 11 10 11
 Strongly disagree Mildly disagree Mildly agree Strongly agree
21. I would like to be kept aware of conferences in teaching techniques and my subject area?
 3 3 13 16
 Strongly disagree Mildly disagree Mildly agree Strongly agree
22. I would enroll in courses in professional development were offered at DCCC?
 6 5 11 12
 Strongly disagree Mildly disagree Mildly agree Strongly agree
23. I would enroll in graduate courses offered in my subject area through a four year institution.
 2 1 2 14

24. I would participate in a micro-teaching, a pooling of professional staff?

6 5 16 6
Strongly disagree Mildly disagree Mildly agree Strongly agree

25. I feel I could profit from peer group problem solving sessions?

8 7 14 6
Strongly disagree Mildly disagree Mildly agree Strongly agree

26. I would like to be informed of methods for diagnosing my teaching style, and developing prescriptions for solving my problems?

6 5 16 9
Strongly disagree Mildly disagree Mildly agree Strongly agree

I am a part time 11, full time 26 professional staff member.

A student will be around to pick this up. Or your can put it in Katie Arnett's mailbox before Friday, February 4.

Outreach use enclosed envelope to return this.

FEB 1 1980

UNIVERSITY OF CALIFORNIA

ERIC[®] CLEARINGHOUSE FOR
JUNIOR COLLEGES

96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024

EE 36